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ABSTRACT

Based on the philosophy that students retain most when they are actively involved in learning experiences, this handbook is designed as an idea source for teachers of consumer homemaking or consumer education classes. The suggestions and ideas are presented in six sections, one for each of six instructional approaches: (1) field trips, (2) resource persons, (3) inquiry, (4) demonstration/dramatization, (5) debate, and (6) exposition through multi-media. General procedures for successful implementation of the approach are given, followed by a list of possible activities or situations in which it could be used. The length and nature of the six lists are as follows: forty-eight places for field trips, each followed by notes on things to learn about; sixty-five types of resource people, with notes on things for each to talk about; notes on forty-one inquiry lessons (what students might do with specific objects), suggestions for twenty-two demonstrations and twenty-seven dramatizations; propositions and affirmative and negative notes for twenty-eight class debates; and ideas for bulletin boards (twenty-eight), production of printed materials (three), displays (thirteen), posters and transparencies (twenty-seven), slides or films or filmstrips (twenty), and tapes or cassettes or videotape (four). Information on a few selected films, filmstrips, and slide sets are included as examples of possible alternatives to one of the six action approaches. (JT)

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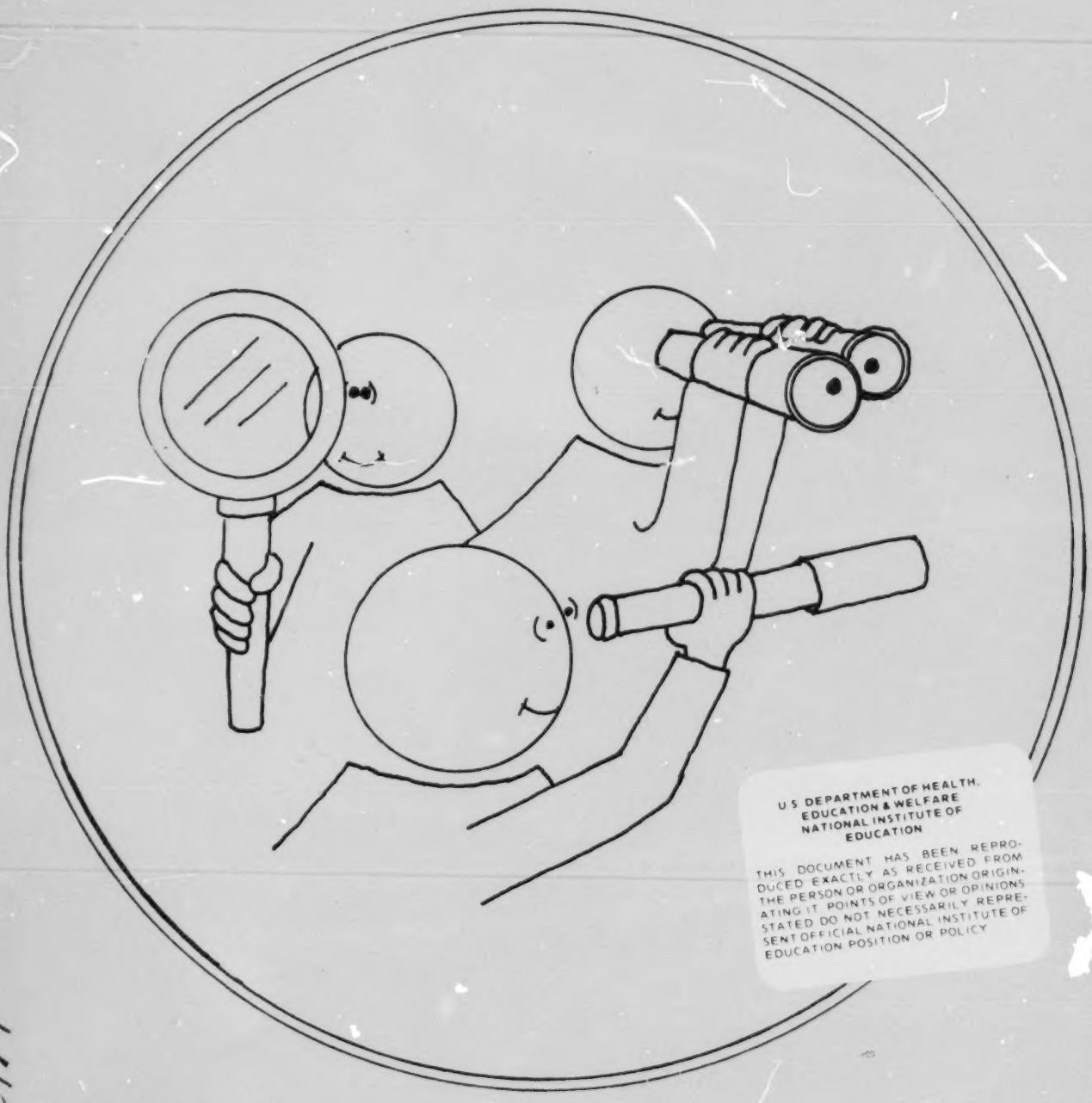
Handbook of Discovery Activities for Consumer and Homemaking



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Joseph M. Cronin, Superintendent
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Introduction

In 1974-75, a survey was conducted in one hundred twenty eight school systems having Consumer and Homemaking contracts with the Illinois Department of Adult, Vocational and Technical Education. The study attempted to identify variables which had a significant impact on student performance on an achievement test, the "Illinois Test of Consumer Knowledge," (ITOCK). Among the program characteristics identified as predicting classroom performance on the ITOCK test, certain instructional approaches were found to be especially powerful predictors.

According to the report of the study, "a discovery approach underlies each of the six significant predictors ---- Students in consumer and homemaking classes learn more when they are 'acting', 'doing', 'moving', and 'discovering' than when instructional approaches not having an 'action-oriented' dimension are employed."

The authors of the report recommended the development of a process manual for those approaches determined to be the most significant in their impact. The six methods of instruction which the study found to be related to student achievement are those which many teachers find difficult to use successfully in the class room. Both beginning and experienced teachers are always receptive to new ideas for creating interest and increasing learning in their classes, and many find consumer education difficult to teach. Therefore, this handbook is presented as an idea source for teachers of consumer homemaking or consumer education classes.

The six approaches to be considered are:

- field trips
- resource persons
- inquiry
- demonstration/dramatization
- debate
- exposition through multi-media

In each section, general procedures for the successful implementation of the approach are given first, followed by a list of possible activities or situations in which it could be used.

The project personnel hope that teachers will find this material helpful in planning interesting and challenging experiences for their classes.

Using This Handbook

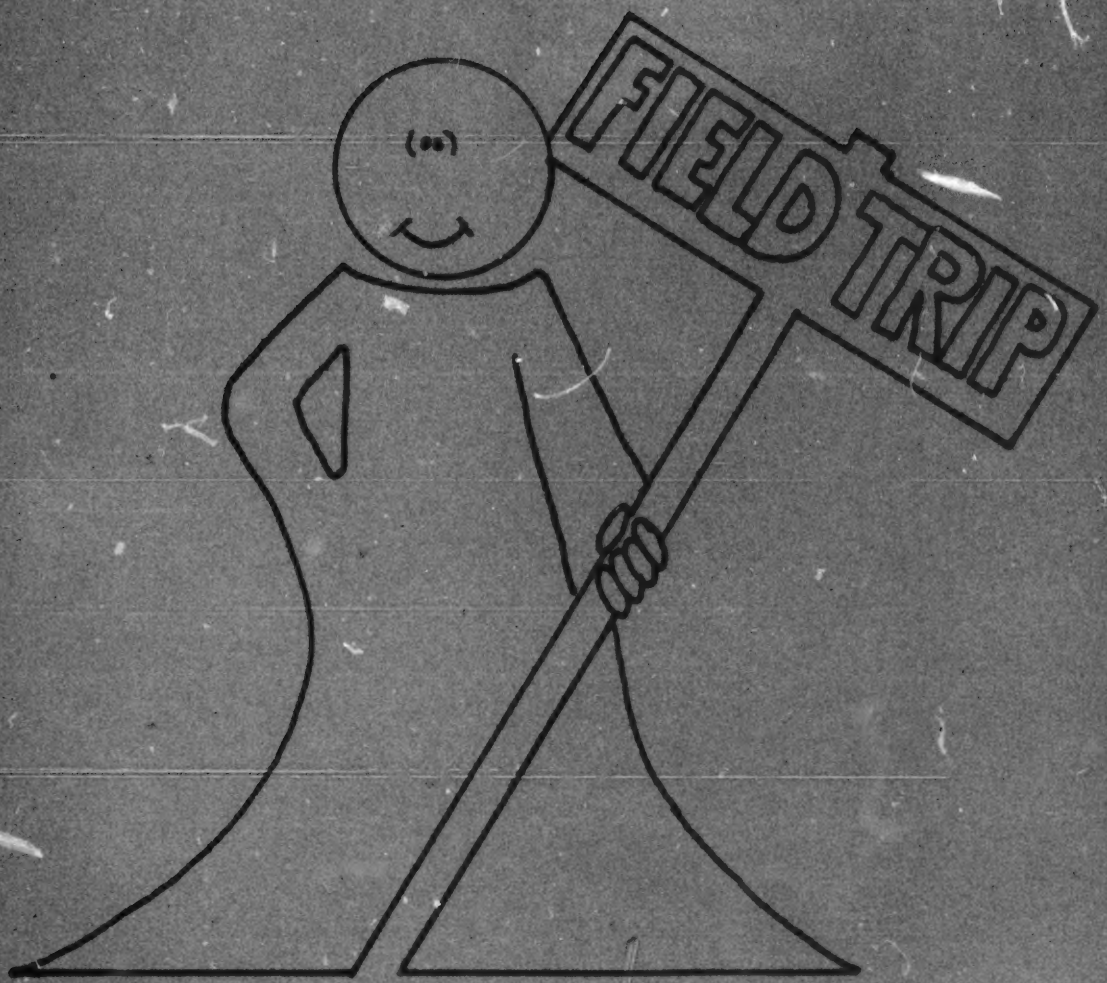
The philosophy behind this handbook is that students retain most when they are actively involved in learning experiences. Whenever possible, therefore, the teacher should try to manage so that students are doing the planning, the talking, the constructing. the organizing, the presenting and the evaluating. This does not mean that the teacher has nothing left to do. Preparing students to "teach" requires much time and thought. Certainly, they may not be able to give as polished a performance as the experienced teacher. But in the long run, they will learn and grow. And that's what teaching is all about!

The handbook does not present a complete curriculum for consumer and homemaking, but only some suggestions for using the six approaches identified in the 1974-75 survey as having a significant impact on student learning in consumer and homemaking. All the ideas need further development, and information to help with this is given in the narrative portion of each section. Browsing through the entire publication should introduce many possibilities for learning experiences. However, to help those who might be looking for suggestions to use with a particular topic or unit, a chart of the ideas has been prepared, keyed to 18 concepts commonly included in the consumer and homemaking course. This chart will be found below.

A final note about commercially prepared materials: These are increasing in number and improving in quality. However, most are quite costly. Before investing, it may be wise to check reviews in professional magazines and examine the aids in curriculum materials centers or exhibits at conferences and conventions. In this publication, a few selected films, filmstrips and slide sets have been included as examples of possible alternatives for one of the six approaches. Such aids might also be used to help students see how to work out similar activities.

	FIELD TRIPS	RESOURCE PERSONS	INQUIRY	DEMONSTRATION (A) DRAMATIZATION (B)	DEBATE	MULTI-MEDIA
Advertising	1,2	1,2,3,	1,2,3,4,5	B 1,2,3,4 5,12	1,2	A 1,2,3,4/C 1,2 D 1,2,3,4/E 1,2
Clothing Purchase and Care	3,4,5 12	4,5,6,7,11,21	6,7,8	A 1,2,3,4,5,6,7 B 6,7,8	3,4,5	A 6,7 C 3,4,5 D 5,6,7 E 3
Consumer Protection & Govt. Services	6,7,8 25	8,9,10,29 63,64,23	9,10	A 8 B 9,10,11,12,26	6,7,8,12	A 8,9,10 C 6 D 5,6,7 E 4,5
Credit	9,26	12,13,15,16	11,12	B 14,15,24	9,10	A 11,12 C 7 D 9,10,11 E 6
Economic Concepts		18,19,20	13,14,15	B 27	13,14	A 13,14,15,16 D 12,13
Food Buying	10,11,13,14 37,46	5,11,21,50	16,17,18,40 41	A 9,10,11 B 16	11,15,16	A 5,17,18 C 8,14,15,16 E 7

Furnishings & Appliances	15,16,17,18 40,43	21,22,24	19,20,21,22 23,35	A 12,14,22 B 25	17,18	A 19,20 C 5,9,10 E 8
Health Services Drugs, and Cosmetics	19	25,26,27,28 30,35	24	A 15	19	C 5,28 E 9
Housing	20,21,22, 23,39,41,48	29,30,35,34 60,62,65,23	25,26,27,28		20,21,22	C 12 E 10,12
Insurance	24,25	36	29,30	B 17,18,24	28	C 17 E 11
Money Management		10,14,17,21,37 55	31,32	B 19,24	13,23,24 27	C 18,19,20,27 E 14,15
Recreation	27,28,29 38,41	38,39,40,41 61,62	33,34	A 16,17,18 B 20	25	A 23,24 C 11,21 E 16,17
Resource Conservation	33,34,35	49,50,51	37,38,39	A 18,21	26	A 25,26,27 C 13,25,26 E 13,14,19,20
Savings & Investments	30	13,42,43,44				E 18
Taxes	31	45				C 22,23
Time & Energy Management		46,47,52,53		A 13,19		
Transportation	32,42	48	36	A 20 B 21		C 24,29
Values, Goals & Life Styles	36,45	43,46,52,53 54,55,56,57 58,59	15	B 22,23	26,27	A 14,21,22 C 27,28


FIELD TRIP

Section I Field Trips

A field trip gets students out of the classroom and into the real world of everyday living where adults are at work. Students usually react favorably to the break in routine and often remember facts presented on such a trip with great vividness. Community members also are given a chance to contribute to the education of young people by hosting a field trip, and most enjoy sharing their knowledge and experience.

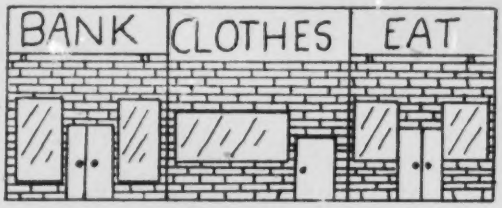
Good planning contributes to the success of all teaching methods, but field trips require especially careful planning because students will be leaving the classroom. The teacher should begin by planning the unit objectives and subject matter content. Then, as learning experiences which will help students reach the objectives and master the content are devised, a variety of methods may be considered. To verify the choice of a field trip as a usable method to help reach a certain objective, the teacher should ask the following questions:

* Does the proposed trip fit naturally into the content planned for the course?
* Are there funds available? If not, remember that it may still be possible to take a trip by walking to a nearby site or to a location within the school facility.
* Is the experience difficult or impossible to duplicate in the classroom?
* Will the trip produce enough learning to justify the time and trouble involved?

Once these questions have been answered affirmatively, plans can be made for a particular trip. When selecting a location, it is important to consider sites within the school setting as well as those outside in the community. A field trip to some spot in the school plant can conserve both funds and time and give students an opportunity to explore in depth and interact more freely with the teacher and other school personnel. For example, instead of taking a trip to the used car lot, one could bring two cars of comparable age to the school parking lot where students could examine them in greater detail and with more freedom than if a lot owner were constantly in attendance. By visiting the kindergarten room, students could determine the kinds of toys and games which would be suitable for five year olds. If they were expected to become aware of different furniture finishes and different methods for constructing joints, a trip to the industrial arts laboratory would be appropriate. Simple techniques for car upkeep and repair which could be done at home could be observed and perhaps practiced during visits to the automotive laboratory. And familiarity with the procedures used to maintain a heating and air conditioning system could be developed on a tour of the school maintenance department.

Many suggestions for off-campus field trips will be found in the following pages.

Once a field trip has been chosen as an appropriate teaching method, and a suitable location has been chosen, the trip must be arranged. The first step is the advanced planning, which includes many administrative details. Most school systems have definite policies about field trips, which relate to such items as procedures to follow in scheduling busses, the way to handle student absences from other classes and the permission forms needed. It is imperative that the trip be cleared with the appropriate administrator. This person will probably see that it is put on the school calendar.



After receiving administrative approval, it will be necessary to call or write to the proposed trip location to see if a visit is possible. If the response is favorable, specific objectives related to the unit objectives, can be constructed for the trip and a time schedule made. It is usually helpful for the teacher to take the trip first and to talk to the person who will perform as a tour guide, in order to clarify the instructional purposes. It would also be desirable for the guide to have a copy of the class objectives for the trip.

For an effective field trip, classroom preparation is also necessary. It is important that the course instruction provide information which students will need as background for the trip. For example, knowledge of the characteristics of quality in furniture construction could help students to distinguish between poorly constructed and well constructed furniture when they visit a furniture store.

If the group is large or will be going to more than one place, it may be necessary to plan for extra supervision. Alternative activities for students who might not go on the trip and appropriate follow-up activities will also need to be arranged.

Before actually leaving on the trip, it is important to review with students what is to be seen, and the way in which it fits into the work of the class. Guidelines for dress and conduct need to be made clear, in conformity to school policies. It is also helpful for a class to be instructed on ways to get information during a trip. One good procedure is to formulate a set of questions which class members would like to have answered. Each student could then be given the responsibility for finding the answer to one or more of these.

During the actual trip, the teacher must monitor student activity as unobtrusively as possible. It is also necessary to watch the time and sometimes to remind both guide and students that the trip needs to stay on schedule.

As soon as possible after the trip, the learnings should be reviewed with the class. It is important to evaluate the benefits and check to see whether the objectives were met. Many classroom activities can grow out of a field trip experience. Students should be encouraged to share the knowledge gained. They could write articles for the school paper, give talks for FHA-HERO meetings, or prepare exhibits or displays. Courtesy and good public relations can be furthered if class thank-you notes are written to those who helped with the trip.

A card file made by the teacher can be helpful for future planning, and for sharing with other faculty members. A card for each place visited may give such information as:

the person to contact,
the time needed,
the best travel route,
basic learnings possible,
problems encountered,

and possibly a recommendation as to the advisability of repeating the trip.

Although field trips can be excellent learning experiences, it may not always be possible to arrange one, and there are some activities which make good substitutes. Tours of various public service agencies, manufacturing plants or businesses are sometimes available on films, filmstrips, slide sets or TV broadcasts. Often a camera can be moved in to give a closer view of a process or detail than one could get as a member of a large tour group. It will also be easier to hear all the words of a commentary. For a "tour" to a local site, many teachers have made films or slides for use in their classes. It might also be possible for individual students to take trips, either on their own or with their families, and report back to the rest of the class. Cassette recorders, now readily available, make it easy to record interviews or on the spot impressions. Finally, illustrated booklets or brochures may be found which include pictures of processes and structures. Some of these may be obtained without cost.

For successful field trips, as for all other teaching methods, good planning is the key.

* Decide what is to be accomplished and what students should be able to do.
* Take care of the technical administrative details.
* Schedule the trip so that it fits naturally into the sequence of work in the class.
* Prepare the students.
* Follow up and evaluate.

Some Field Trip Possibilities

1. Local Advertising Agency
   To learn about:

   ... how advertising campaigns are developed
   ... how the success of advertising is measured
   ... the function of advertising in the economy
   ... what ad writers do

2. "Walking Tour" of a Local Shopping Mall or Business District
   To learn about:

   ... types of stores
   ... types of appeals used by different stores
   ... questions which can be answered by displays
   ... duties of managers, sales persons, buyers
   ... store services, such as credit, alterations, gift wrapping and personal shopping

3. Clothing stores

   one which carries clothing of different quality levels or several, each carrying a different quality level in garments

   To learn about:

   ... factors which influence clothing quality
   ... observable quality differences in fabric and construction
   ... price ranges for different garments
   ... store facilities and services
   ... arrangements to make shopping easier

4. Thrift or resale shop where items of a wide range of quality can be found
To learn about:

... the purpose of such a store
... the source of merchandise and of workers
... how merchandise is prepared and priced
... characteristics of customers
... how money can be saved by using such a source of clothing

5. Dry cleaning establishment
To learn about:

... techniques for spot removal
... cleaning and pressing techniques
... ways to help a dry cleaner do quality work
... other services which may be available at the cleaners, such as mending, blocking of knits and wool storage
... career opportunities in dry cleaning

6. Local product testing laboratory for Underwriter's Laboratories, consumer organizations, or manufacturing plants
To learn about:

... items or products which are tested
... different types of tests used
... special equipment used in testing
... ways results are reported
... how the testing is financed
... skills and training needed for work in product testing

7. A legislative or city council hearing on some proposed bill or ordinance of consumer interest
To learn about:

... the composition of a legislative or council committee
... procedures during public hearings
... implications of the bill or ordinance under consideration
... "pro" and "con" arguments on the issue, as presented by those at the hearing
... persons or organizations favoring or opposing the issue

8. A small claims court
To learn about:

... the type of claims handled in such a court
... the procedures of a small claims court
... the kind of evidence needed to support cases

9. Local Credit Agencies
such as consumer credit businesses, commercial banks, savings and loan institutions, credit unions
Students might make individual field trips, so that all credit-granting agencies in the community are covered.
To learn about:

... the clientele of the particular agency
... reasons given for needing credit
... the amount of money which can be borrowed
... procedures for making applications and payments
... time limits and interest charges (true annual rates)
... what happens when payments are missed
... the type of financial counseling given, if any
... the kinds of records kept

10. Grocery Store
Large super market, or small specialty shops, or both
To learn about:

... how the store is organized for convenient shopping
... ways in which food is kept safe and in good condition
... the kinds of workers in the store and their responsibilities and training
... sources of different categories of merchandise
... unfamiliar foods or products
... comparison shopping techniques

11. Any local food manufacturing establishment - dairy, bakery, cannery, etc.
To learn about:

... ways in which decisions are made about what to produce or pack
... sources of the raw material used in the plant
... the training needed by workers and how it is obtained
... procedures used to maintain quality control and sanitation - in-plant testing
... marketing or distribution of the product
... assembly line and time and motion saving procedures

12. Any local clothing or home furnishing manufacturing establishment
To learn about:

... types of garments or furnishing items made
... sources of the fabrics and notions used in the plant
... assembling procedures
... marketing and distribution of the product
... standards of quality maintained by the plant

or view films

a. Textiles in the Making 14 1/2 min.
a field trip through a textile plant
Free loan from
Association - Sterling Films
512 Burlington Avenue
La Grange, IL 60525

b. We're Only Human 5 min.
a field trip to a garment factory
Free loan from
Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village
Chicago, IL 60007

c. Creative Styling 18 min.
a field trip to a vinyl asbestos floor tile plant - includes information on other types of floor tiles
Azrock Floor Products
Consumer Services
P.O. Box 531
San Antonio, Texas 78292

13. Grocery Store, where a student can "shadow" shoppers by watching them unobtrusively
To learn about:

... various shopping practices such as
choosing quickly or deliberately
reading labels
going straight through or backtracking
selection of either nutritious or "junk" foods
buying non-food items
using coupons

This would be best suited for individual field trips. (See text)
Alternately, students might study shoppers in one particular section of the store, such as the meat counter.
Other types of stores might also be used.

14. A modern farm of the type usual in the area, or an agri-business such as a poultry or egg operation
To learn about:

... the size of the operation
... machinery and supplies needed
... practices to increase the safety or nutritive value of the product
... skills needed to manage the operation
... records which must be kept
... channels through which food is marketed

15. Furniture Store or Warehouse or Appliance Store
To learn about:

... types of furniture and appliances available
... price ranges, and differences in construction at different price levels
... special features, and changes from one year's model to the next.
... construction details, materials used
... consumer information available from salespersons, brochures, etc.
... credit policy and procedures

16. Service and Repair Shops for Appliances
To learn about:

... common ways in which appliances are misused
... the expected life of appliances
... ways to minimize the need for repair services
... the cost of different types of repairs
... the meaning of guarantees and warranties

17. Gas or Electric Company Service Center
To learn about:

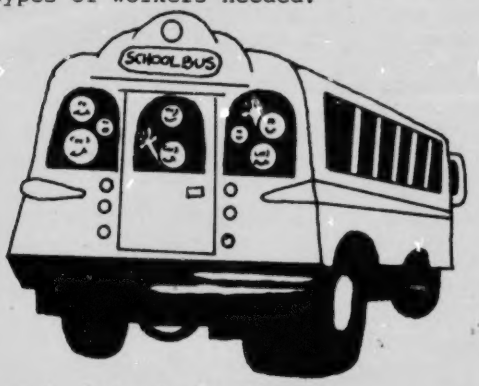
... new appliances available
... use and care of old and new appliances (perhaps with demonstrations by sales persons and/or home economists)

18. Antique Shop
To learn about:

... the meaning of "antique"
... antiques as investments
... pitfalls in antique collecting
... prices as compared to new or ordinary used furnishings

19. A Health Fair or a Health Screening program
These may be held during National Hospital Week, or as part of health "outreach" programs.
To learn about:

... prevention of illness through proper diet, weight control, avoiding smoking and drug abuse, exercise programs, etc.
... simple screening tests for vision, hearing, blood pressure, diabetes, etc. (Typically, the actual tests will not be available to students under 18).
... facilities available for health care (if the program is held in a hospital or clinic) and the types of workers needed.



20. A Bus Trip Around the Community
To learn about:

... housing of different styles, cost levels and types of construction
... use of landscaping and plantings to add beauty and privacy to a home
... the distance of various services from residential areas

21. A house under construction
To learn about:

... building procedures which insure safety and durability
... the cost of preparing the site; leveling, filling, etc.
... the relationship between the cost of material and the cost of labor
... ways to judge a well made house

22. Mobile home park, condominium or cooperative, or public housing project
To learn about:

... the cost of buying or renting in the particular area
... characteristics of the tenants
... legal procedures and regulations for tenants or owners
... financing
... advantages and disadvantages of each housing type

23. Several different homes:

    a new one
    a remodeled one
    one planned to serve a special need, such as a handicapped family member, a special hobby, or a business operated in the home

To learn about:

... the decisions made in relation to furnishings, decorating, room layout and special features
... the types of professional services used
... sources of furnishings
... legal aspects of building or remodeling

Possible film:

The House that Recycling Built 9 1/2 min.
a field trip to a house made of recycled materials
Produced by Reynolds Metals Company
Available on free loan from
Motion Picture Service
P.O. Box 27003
Richmond, VA 23261

24. Home office or branch office of an insurance company

To learn about:

... the way an insurance policy is processed
... types of policies written by the company
... kinds of services an insurance agent can give

25. Social Security Office

To learn about:

... the philosophy of social security
... the different services offered
... records which need to be kept
... procedures for filing claims
... the meaning of Medicare and Medicaid

26. Commercial bank

To learn about:

... checking accounts
... savings accounts and savings certificates
... a bank as a source of credit
... the function of a trust department
... various forms for transferring money, such as bank drafts and traveler's checks
... a bank as an agency for collecting money for utility bills, license plates, charitable drives and U.S. savings bonds.
... the use of safety deposit boxes

27. Recreational complex, such as may be found at a YW-YMCA or a nearby university or community center
To learn about:

... the various kinds of sports, crafts, and other recreational activities which can be studied and practiced
... equipment and facilities needed for different activities
... costs of participation for an individual or a family group
... the background, training and duties of the staff

28. Hobby shop
To learn about:

... a range of possible hobbies and crafts
... the costs of various materials
... the relative costs of various hobbies
... the level of community interest in the various hobbies

29. Public Library
To learn about:

... services available for information and entertainment such as
story hours
loans of records, books, magazines, pictures, and films
talking books for the blind
copying machines
programs arranged for clubs
traveling exhibits
reference service
... the cost of library services and the source of financial support

30. Savings and Loan Institution
To learn about:

... types of savings plans possible
... amount of deposit required
... differences between saving and checking accounts
... interest rates
... purposes for which loans are made
... procedures to be followed in setting up a savings account or applying for a loan

31. County court house
To learn about:

... the local tax structure
... duties of the assessor, county treasurer, Board of Review
... what happens to delinquent property

32. Automobile dealer and/or used car dealer
To learn about:

... services provided by a car dealer
... financing a new or used car
... differences between a standard and a "deluxe" model
... optional "extras" and their cost

33. Local Recycling Center
To learn about:

... materials which can be recycled
... ways to store and prepare material for the center
... processes involved in collecting material and performing initial reclamation steps
... source of funding and labor for the center
... destination of materials

34. Waste Disposal Facilities

Possible film: The Trouble with Trash 28 min. #3838
Produced by Caterpiller Tractor Company
Free loan from
Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village
Chicago, IL 60007
To learn about:

... experimentation with self-destruct containers, balers for volume reduction and shredders for recycling waste as a soil conditioner
... incinerators with scrubbers to reduce air pollution
... modern sanitary land fill techniques

Possible film: Garbage 11 min. Color Rental $10.00
Available from
BFA Educational Media
P.O. Box 1795
Santa Monica, CA 90406
To learn about:

... the life cycle of garbage from initial deposit to the land fill

Local facilities might also be visited, including the water treatment plant.

Possible film: The Great All American Trash Can 13 min.
Free loan from
Commonwealth Film Distributors
1440 South State College Boulevard
Building 6-K
Anaheim, CA 92806
To learn about:

... various ways in which glass is being recycled for new uses

35. Farm where soil conservation practices are followed
To learn about:

... crop rotation
... strip cropping
... terracing
... use of compost and animal wastes

36. Local commune or cooperative living center
To learn about:

... the philosophy of the group, particularly as it relates to the use of money and the environment
... the source of income and allocation of group resources
... requirements for membership
... attitudes toward and plans for the future security of group members

37. Food cooperative distribution center
To learn about:

... the purpose for which the cooperative was organized
... procedures followed in ordering, purchasing, distributing and keeping the records

38. Folk fairs
To learn about:

... various crafts and the skills and materials needed to practice them
... places to learn these skills
... comparative costs of purchased and home made crafts or furnishings
... satisfactions to be gained from the development of personal skills

39. Air Conditioning and Heating Dealers
To learn about:

... types of heating systems
... relative costs of fuels used in the area
... air conditioning systems
... ways to reduce heating and cooling costs through insulation, weather stripping, storm windows, draperies and awnings, trees, etc.

40. Carpet and Floor Covering Dealers
To learn about:

... different types of floor finishes and carpeting
... variations in installation and maintenance costs
... the time required for installation and maintenance
... carpet pads, linings, and accessories

41. Building Contractors or Home Builders
To learn about:

... costs of building a home
... sources of house plans
... ways of financing home building
... building practices which reduce costs such as modular construction

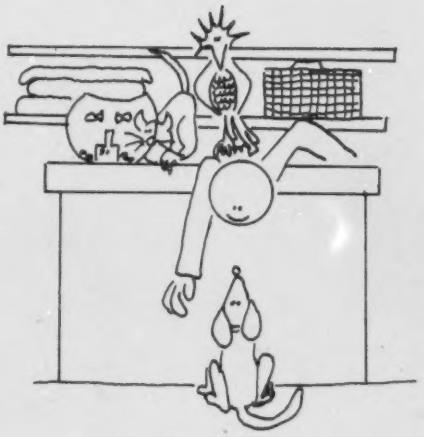
42. Auto Body and Repair Shop
To learn about:

... common car maintenance problems
... ways to keep a car in good condition
... costs of common auto repairs and supplies

43. Electrical and Lighting Shop
To learn about:

... characteristics of a well wired home
... ways to plan for adequate lighting in different areas
... various types of lighting fixtures
... safe practices in using electrical equipment

44. Pet Shop
To learn about:



... types of pets available
... care needed by different pets
... cost of feeding and maintaining the health of different pets
... satisfactions gained from owning pets
... accessories and supplies available for use with pets

45. Funeral Home
To learn about:

... local funeral customs and practices
... values involved in funeral customs
... services provided by a funeral home
... costs of funeral service

46. "Health Food" Store
To learn about:

... the different products available
... the difference between "organically grown" and "natural" foods
... price differentials between "health" foods and the regular grocery stock
... the philosophy of the store owners
... the sources of the foods offered

47. Newspaper office
To learn about:

... sources of news of interest to consumers
... consumer features in the paper
... newspaper services
... cost of ads and how you go about putting them in
... how consumers can use the classified section

48. A planned community
To learn about:

... the principles and practice of city planning

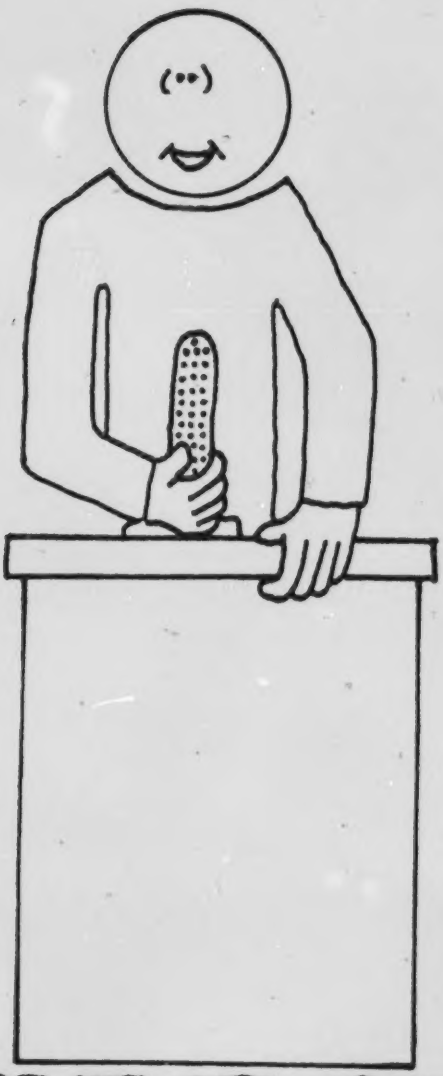
Possible film: Something Old - Something New 20 min.
a trip to 4 planned towns, explaining the role of HUD - U.S. Dept. of Housing and Urban Development
Free loan from
Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village
Chicago, IL 60007

Room for your ideas!

Field Trips

Room for your ideas!

Field Trips



RESOURCE PERSONS

Section II Resource Persons

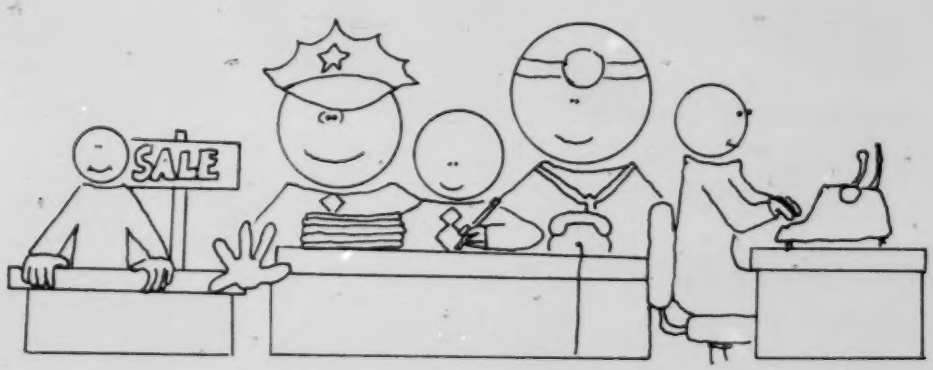
It is usually not feasible to go out into the community for a field trip very often, but some of the same values may be realized by inviting community members to come in to the classroom. Again, there will be the construction of a bridge between the school and the local community. Students will be able to observe role models in various lines of work and see that consumer and homemaking content is relevant to the real world. A teacher cannot possibly be an expert on all topics and a resource person will be able to answer student questions with greater authority. Most adults are anxious to share their knowledge with learners and will enjoy the experience of talking with a well-prepared and courteous class.

In planning the course and the various units to be studied, the teacher will want to consider the objectives and content which could be approached best with the aid of an outside speaker. Such a person can be particularly helpful when considering topics which are more abstract or less interesting to students. Many ideas both for resource persons, and for topics which they might treat, are given in the following pages.

The teacher has the primary responsibility for identifying suitable resource persons from the community. General categories can be identified rather quickly with the use of the course outline and the phone book. But it may be harder to pin point specific individuals who might be able and willing to assist, especially if the teacher is new to the school or area. Often parents of students in the class will have the knowledge and experience which is desired. Other faculty members can give suggestions, and contacts with business people in the community may result in leads. As the teacher enters in to civic and social organizations, other possibilities may be discovered. A short conversation may give some idea of a person's knowledge and probable appeal to young people.

After a list of prospective speakers has been developed, spots in the course calendar where they could fit in should be identified. It is, of course, important that students be prepared to listen to a speaker. For example, before an insurance broker comes to the class to talk life insurance, the students should be familiar with the principle of insurance, the different types of policies and their distinguishing characteristics and the basic terminology used in insurance. They should have prepared a list of questions to ask, especially about points which are confusing to them. Students should be advised to avoid personal questions and taught to question in a courteous and objective manner, never implying that the person is dishonest or untruthful. Perhaps some role-playing on question asking would be helpful.

A preliminary contact with a selected person should be made one to two months before the desired date of the presentation. Before approaching a prospective speaker, administrative advice may be sought, particularly if the teacher is new to the community. The school may have a policy on outside speakers, or there may be some factor which would make a certain person undesirable as a school visitor. In any case, an administrator needs to be aware of any resource people who are coming into a school.



The initial contact with a resource person should be made in person if at all possible, especially if the individual is not known to the teacher. If the response to the request is favorable, the prospective speaker needs to know an approximate date for the talk, the general topic being studied and the objectives of the lesson. A little information about the background of the students in terms of socio-economic level, previous study and related life experiences will be helpful to anyone who wishes to plan a talk to be of the greatest interest to them. It might be desirable to promise to send a list of specific questions students have. Or the speaker may have ideas about ways to prepare students for "active listening."

People who speak often to groups may have developed sets of slides or transparencies, or may wish to use films or filmstrips or cassettes provided by their organization, so it is necessary to ask whether any special audio visual equipment will be needed.

About one week before the visit, a courteous letter of reminder should be sent, along with the list of questions, if these were previously promised. Or a telephone call might do, if no questions are involved.

On the day of the visit, any desired audio visual equipment should be set up and the room arranged in a formal or informal manner, according to the wishes of the speaker. Someone should be assigned to meet and escort the person to the classroom. This is especially important in a large school. Students can be taught to perform this "hosting" function and also to introduce speakers. These are skills which will be of help to them later on in their adult lives.

During or after the presentation, students can ask their prearranged questions, plus others based on the content of the talk. The teacher may want to ask questions to bring out neglected aspects of the topic. It is also the teacher's responsibility to watch the time and bring the session to a close before the class bell rings. Thank-you's at the end of the talk should be supplemented later with a written note of appreciation.

After the speaker has left, or during the next class session, the teacher needs to review the points made. Follow-up activities similar to those suggested as activities to follow a field trip can be carried out. A brief written evaluation of the talk can be placed in a card file so that a list of suitable community resource people can be developed.

It is possible for a person to have a great deal of knowledge in a field and still not be appealing to youth. In this case an interview or a tape recording should be considered as an alternative way of tapping recognized expertise. Such on-location recordings may also be used when it is impossible for a person to come to the school.

Sometimes the classroom setting can be disturbing. In one instance, a grocery store manager who had informally given the teacher much useful information, was asked to be a resource person. However, on the day of the visit he was flustered and obviously embarrassed and the hour was not a success. An entirely different personality was revealed on later trips when classes visited his place of business.

Many times a guest could be used in several classes, but might not be able to spare that much time. With the speaker's permission, a tape of one talk could be made and played again for other sections. Care should be taken that each class has some tapes and some speakers. Tapes can be helpful for students who were absent and also for building up a tape library of interesting and informative speakers. When tapes become outdated, they can easily be erased and reused. If the school has video-taping equipment, video-tapes of speakers can be prepared. Finally, in some areas, it is possible to set up a telephone line and receive tele-lectures or conduct tele-interviews.

Some Possibilities for Resource Persons

1. Commercial Artist
   Could talk about:

   ... package design for consumer appeal
   ... the development of a "logo" or trademark and its use to consumers
   ... the use of artistic skills in home decorating and repair

2. Manager of Advertising Agency
   Could talk about:

   ... advertising campaigns
   ... the uses of advertising
   ... ways in which consumers influence advertising
   ... occupations in the advertising field

3. Representative of State Attorney General's office
   Could talk about:

   ... forms of deceptive advertising such as fraudulent contests, employment ads, diploma offers, land sales, and correspondence schools
   ... laws referring to "free gifts", mail-order selling, etc.
   ... the consumer protection functions of the attorney general's office

4. Buyers, managers or department heads from local clothing stores
   Could talk about:

   ... current trends in fashion and how these are adapted to the local community
   ... different types of sales
   ... the best times to buy clothing of different types
   ... the way to recognize a "bargain" and to identify good quality in clothing

5. Sales clerks
   Could talk about:

   ... shopping courtesy and ethics
   ... the way to get the most help from a sales clerk
   ... general duties of a sales clerk
   ... good and bad customer habits

6. Alterations person
   Could talk about:

   ... common fitting problems
   ... most common types of alterations needed
   ... shopping practices which will reduce the need for alterations
   ... the demand for alteration service in the community
   ... cost of alterations

7. Someone who makes clothing to order for individuals
   Could talk about:

   ... individuality in dress
   ... the type of training needed to do sewing for others
   ... relative cost of custom made garments in comparison to mass-produced items

8. Local government official: city manager, city clerk, council member, director of code enforcement, etc.
Could talk about:

... services provided for citizens and paid for by taxes
... where to go with common specific problems

9. Legislator interested in consumer protection bills
Could talk about:

... the role of the government on protecting consumer rights
... legislation proposed or recently passed which affects product quality, safety and price

10. Lawyer or law student working with a Legal Aid Society or other organization helping low income families
Could talk about:

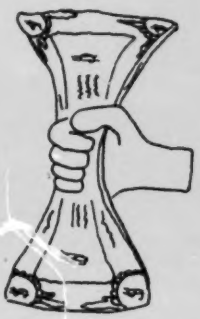
... the philosophy and operation of Legal Aid
... legal problems which families or individuals may face
... management practices which might avoid the need for legal assistance
... bankruptcy and the laws related to it

11. Store manager or representative of Better Business Bureau
Could talk about:

... shoplifting and its cost to the consumer
... shopping practices which damage goods and raise prices
... pros and cons of unit pricing, non posted prices, etc.

12. Manager of Consumer Credit Agency
Could talk about:

... the meaning of consumer credit
... needs which consumer credit can meet
... what is meant by a credit rating
... how a credit rating is obtained and maintained
... how to use consumer credit wisely
... procedures for making applications and payments
... regulations related to the granting of credit at the particular agency



13. Representative of Savings and Loan Institution
Could talk about:

... legislation relating to credit transactions
... purposes of savings and loan institutions
... the distinction between long and short term loans in purpose and cost
... procedures to be followed in setting up a savings account, purchasing a savings certificate or applying for a loan.

14. Representative of Commercial Bank
Could talk about:

... the varied services of a "full service" bank
... procedures to be followed in setting up a checking or savings account, applying for a loan, renting a safety deposit box, etc.

15. Credit union manager or director
Could talk about:

... the philosophy of the credit union movement
... the general way in which credit unions operate
... credit unions available locally
... services a credit union may offer in addition to loans

16. Local welfare or family services official
Could talk about:

... common mistakes made in using credit
... credit frauds to watch out for
... sources of help in learning about credit, and in using it wisely

17. Adjustor in a debt adjustment agency
or
Credit counselor
or
Manager of a finance company which makes debt consolidation loans
Could talk about:

... ways debt adjustment or consolidation can be arranged
... fees for service and extra costs in finance charges
... advantages and disadvantages of pooling debts
... alternatives to debt pooling
... services and fees of credit counselors
... criteria for selecting reputable debt adjustors or credit counselors

18. Economics teacher
Could talk about:
the American economic system, explaining such concepts as

... competition
... property (capital)
... production (workers)
... goods and services
... distribution
... consumption
... profit
... the price system

19. Union Representative
Could talk about:

... labor's role in the economy
... the rights and responsibilities of workers

20. Representative of management
Could talk about:

... the role of management in our market system
... the rights and responsibilities of management

21. Extension Home Economist
Could talk about:

... ways to reduce food costs
... nutritional labeling and how to use it when selecting food
... safe ways to store different types of food
... comparison shopping techniques

This person could also talk about the purchase of clothing and household furnishings, and about ways to set up budgets and record books, and keep household accounts.

Possible film: Read The Label - Set a Better Table 14 min.
Dick Van Dyke Talks about Nutritional Labeling
Free loan from:
Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village
Chicago, IL 60007

22. Manager, buyer or sales person from a furniture or appliance store
Could talk about:

... quality construction in furniture and appliances
... price ranges
... different models and special features
... the meaning of guarantees and warranties

23. City Planner
Could talk about:

... the duties of the city planner
... local zoning laws and building codes
... the philosophy of city planning

24. Industrial arts or woodworking instructor
or
student who is constructing a piece of furniture
Could talk about:

... how furniture is made and/or repaired and/or refinished
... types of woods used in furniture, with their advantages and disadvantages
... different kinds of joints, finishes, etc., used in present-day furniture

Possible film: For the Love of Wood
filmstrip and record 80 frames, 15 min.
a talk on types of wood and their uses
furniture construction and care
maintenance of wood paneling and antiques
Free loan from:
West Glen Films
565 Fifth Avenue
New York, NY 10017

25. Beautician or manager of Beauty Salon
Could talk about:

... the cost of hair care and styling
... products available for hair care
... common mistakes made in caring for the hair
... other services offered by a beauty salon

26. Director or representative of a local Health Maintenance Organization
Could talk about:

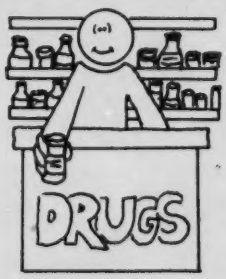
... the philosophy and the purpose of an HMO
... persons eligible, benefits and costs of the local HMO
... procedures for joining an HMO

27. City or county health officer or sanitarian
Could talk about:

... protection of public health through licensing, inspections, immunization programs, health education activities, etc.
... ways in which consumers can help promote healthful surroundings

28. Pharmacist
Could talk about:

... the generic-trade name issue, as related to drugs and their cost
... the importance of a medication record
... the possibility of synergistic drug reactions and ways to avoid them
... over the counter medications



29. Red Cross representative
Could talk about:

... the work of the Red Cross, locally and on a wider scale
... the role of volunteer service in a community
... the Junior Red Cross movement
... career opportunities in public service organization

Possible film: Reach Out and Touch 14 min.
shows Red Cross nursing and community
health programs for various groups
Free loan from:
American National Red Cross-Local Chapter
or
General Supply Office, American National Red Cross
18th and E. Streets N.W.
Washington, D.C. 20006

30. Representatives of Visiting Nurse Association or Home Health Aides
Could talk about:

... kinds of health care which may be needed in the home and ways the community helps to provide them
... the work of the visiting nurse or the home health aide
... the way in which these services are financed

31. Tenants or home owners, persons who live in mobile homes, public housing, apartments, duplexes, etc.
(perhaps a panel of persons from different types of housing)
Could talk about:

... their likes and dislikes with present housing
... desires for changes or improvements
... modifications which have been made by individual householders - cost and satisfactions

32. Experienced Landlord
Could talk about:

... responsibilities of a landlord
... characteristics of a good tenant

33. Local Real Estate Agent
Could talk about:

... the local housing market, both for renting and buying
... the way a real estate agency works
... costs involved in buying or selling a house

Possible film: Blue Print for Home Buying 14 min.
a talk giving the basics in
selecting, financing and closing
when purchasing residential real estate
Free loan from:
American Land Title Association
1828 L. Street N.W.
Washington, D.C. 20036

34. City Building Inspector
Could talk about:

... local building, wiring, zoning regulations
... reasons for these laws and ordinances
... ways in which city codes influence building and renting

35. Blue Cross, Blue Shield Representative
Could talk about:

... types of health insurance
... provisions of policies
... ways to enroll
... the way in which claims are processed

36. Insurance broker or salesman
Could talk about:

... types of insurance available
... coverage in different policies
... uses and relative costs of different policies
... planning an insurance program

37. Financial counselor employed by a bank, savings and loan institution, or family services department
Could talk about:

... characteristics of good money management practices
... evaluation of record books and forms
... simple ways to keep track of expenses
... the relation of values, goals, and spending habits
... the time to seek help in managing income
... sources of help for those in financial difficulty
... kinds of problems which people bring to financial counselors

38. Local YMCA or YWCA director or head of a city parks and recreation department
Could talk about:

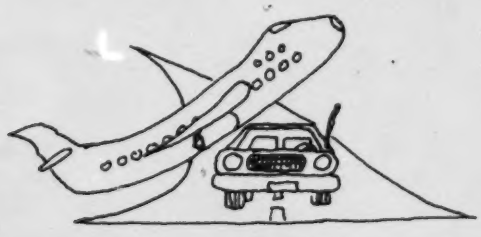
... recreational opportunities in the community
... recreation on a limited budget

39. Travel agent
Could talk about:

... relative costs of various means of transportation
... the way a travel agency works
... differences in cost of "packaged" tours and "do-it-yourself" travel
... ways to save on travel costs
... vacations on credit

40. Owner of a vacation farm or other outdoor recreation enterprise
Could talk about:

... the nature of a vacation farm enterprise
... costs of such a vacation activity
... sources of help for setting up such an enterprise



41. An experienced camper or camping family
Could talk about:

... places to camp
... equipment needed for backpacking
... use of a recreational vehicle
... where to get equipment, advice and information
... costs of equipment and relative costs of different types of camping

42. Banker or Savings and Loan manager
Could talk about:

... ways of saving through:
regular passbook accounts
certificates of deposit
Christmas clubs
U.S. Savings bonds
... how to set up a savings program suited to a particular purpose

43. Someone planning for retirement
(If this person prefers to be anonymous, comments could be taped.)
Could talk about:

... sources of income in retirement
... anticipated changes in expenses
... planning for changes in life styles
... uses of savings and investments

44. Faculty member or community resident who belongs to an investment club
Could talk about:

... what an investment club is
... how decisions to invest are made
... why members join
... advantages and disadvantages of investing in this way

Possible film: Securities 19 min.
a resource person explains stocks, bonds, mutual funds, stock exchanges, and how to read stock quotations on the financial page
Free loan from:
Aetna Life and Casualty
Public Relations and Advertising Department
Film Library
151 Farmington Avenue
Hartford, Connecticut 06115

45. CPA, Internal Revenue Service agent, Tax preparation service representative, or tax lawyer

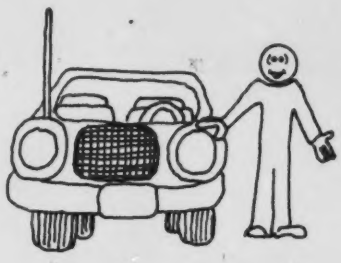
... records needed for taxes
... common errors made in figuring and filing
... where to get help with tax preparation

46. Women or men who are combining homemaking and outside employment with or without children in the home
Could talk about:

... shortcuts to use in cooking, cleaning and other household tasks
... ways of making schedules, and using community services and/or other family members in caring for the home
... ways to reduce fatigue

47. Social workers or others who work with those who are physically handicapped, or need to conserve energy because of medical problems
Could talk about:

... conditions where energy conservation is necessary
... sources of help for homemakers with such needs
... special equipment and clothing which has been designed to make dressing and household tasks easier



48. Used Car Salesman
Could talk about:

... why persons buy used cars
... where used cars come from
... what to look for when buying a used car
... prices of used cars
... how to get a "good deal" in a used car

49. Environmental Protection Agency representative
or
local representative of an environmental group
Could talk about:

... some environmental issues and different points of view on them
... what consumers can do to reduce waste and conserve energy

Possible filmstrip: Recycling Resources
filmstrip and record 13 min.
Free loan from:
National Association of Recycling
Material Industries, Inc.
Attention: Filmstrip Distribution
330 Madison Avenue
New York, NY 10017

50. Agricultural extension agent or member of an agricultural department in an area university
Could talk about:

... ways in which food production and consumption patterns could be changed to make our use of our land resources more efficient
... purpose of soil and water conservation districts
... conservation procedures being followed by farmers in the area
... the role of the farmer in our economy

51. Local official in charge of a sanitary land fill
Could talk about:

... the operation of the land fill
... uses for the "land" produced in this way
... cost of operation of the land fill
... ways in which citizens can help to reduce the bulk in their trash

52. Several women with jobs, homes and children
Could talk about:

... reasons for decision to be a working mother, advantages and disadvantages
... provisions made for child care
... ways to organize the "household" to get everything done
... changes in values and housekeeping standards
... "costs" of working away from the home

A panel composed of both working and non-working mothers might be set up to discuss issues involved.

53. A father who is caring for home and family while a mother works outside of the home
Could talk about:

... reasons for decision to stay at home; advantages and disadvantages
... new learnings about housework and parenting; satisfactions and disappointments

54. A person who is conducting a business in the home
Could talk about:

... the nature of the business
... procedures necessary to get started
... ways the business has affected schedules and lives of other family members
... satisfactions and difficulties

55. Representatives of people in different life stages, including a single parent
(This might be set up as a panel, or as a series of interviews on tape.)
Could talk about:

... some present goals
... the use of money to achieve goals
... ways in which the use of money has changed since earlier life stages

56. Someone who was a teenager during the depression
Could talk about:

... attitudes toward money
... how spending money was earned
... types of recreation
... daily living routines

57. Foreign exchange students; "war brides", refugees, etc.,
Could talk about:

... differences in life styles in other countries, particularly in attitudes toward money, recreation and possessions

58. Panel of school drop-outs
(They might prefer to record views on tape.)
Could talk about:

... reasons for leaving school (Are they glad or sorry?)
... present work - satisfactions and dissatisfactions
... alternative ways of learning skills needed
... persons or agencies who gave help

59. Retirees - one or more
Could talk about:

... changes in life styles, expenditure and consumption patterns

60. Architect
Could talk about:

... principles of home planning
... building codes which must be followed
... costs of architectual services

61. Veterinarian
Could talk about:

... the care pets need to keep them healthy
... treatment of injuries and illnesses of pets
... costs of caring for a pet
... city ordinances relating to pets

62. Florist or Landscape Gardener
Could talk about:

... suitable plantings for indoor or outdoor use
... construction of terrariums
... care of plants, both indoors and outdoors
... cost of plants and plant care products and accessories

63. Police security expert or representative of a security business
Could talk about:

... methods of "burglar proofing" a home
... types of locks, bolts, etc., and their cost
... alarms and smoke detectors
... home fire drills

64. Chamber of Commerce representative
Could talk about:

... businesses and organizations in the community
... recreational possibilities in the area
... purposes of the Chamber of Commerce
... where to get various kinds of services which might be needed

65. Home Builder or Contractor
Could talk about:

... decisions to be made before building
... responsibilities of the builder
... advantages of building as opposed to buying ready built homes
... variations in building practices

Room for your ideas!

Resource Persons

INQUIRY

Section III Inquiry

An inductive or inquiry oriented approach to learning is an excellent way to arouse interest in a consumer and homemaking program. This strategy is a model of the way students will need to learn on their own in many decision making situations. If inquiry methods are used frequently in the classroom, students should become more careful observers and more aware of details and possibilities. Their skill in gathering and interpreting data should increase. An awareness of increased skill in observing and in learning on one's own, should contribute to a more positive self-concept.

The teacher is, of course, responsible for initiating and directing inquiry activities. A "discovery" lesson may cover one or several class periods, depending on the complexity of the topic and the depth of exploration desired. As with all approaches, it is important that inquiry lessons fit into the course and unit objectives, and that they further the understanding of the subject matter content.

A key factor in inquiry is the selection of the materials to be used for study. These may be real objects such as food, clothing, furniture or insurance policies, copies or pictures of real objects, or contrived materials or situations such as skits or case studies. Many times students can bring in needed items. An appeal to other school faculty members or to townspeople may also help in collecting things to examine.

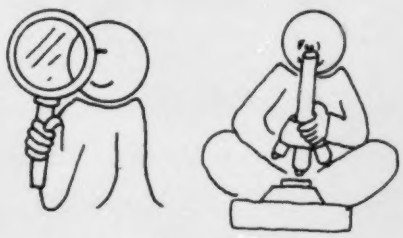
In some cases, additional materials may be needed to serve as investigative tools. Utensils, magnifying glasses, knives or scissors, water, and sources of heat or fire are frequently used during inquiry lessons.

Forms or charts may be helpful to use in recording observations, and should be prepared ahead for duplication, if needed by each student. Or observations can be written on the chalkboard, on large sheets of paper taped to the wall, or on transparencies which can be projected so that the entire class can see.

Students may work alone on inquiry projects, but since ideas tend to be stimulated by other ideas, more learning usually results from group inquiry. Also when students are grouped, an inquiry lesson can be conducted by using smaller amounts of material, which is often important.

Inquiry may be used as an alternative to a lecture or reading assignment. Students tend to remember content which they have "discovered" for themselves better than facts which they are told. For example, if students were expected to be able to distinguish between required and optional information on food package labels, an inquiry lesson might be set up. The teacher would collect enough labels and used food packages so that each group of students could have several to study. Students might also bring in some items.

Unlike other approaches discussed in this handbook, which require preparation on the student's part, an inquiry session begins with a minimum of explanation. In the case of the food label lesson, the students would merely be arranged in small groups and directed to list all the categories of information to be found on the labels. As they worked, the teacher would circulate to supervise and encourage more careful observation. It would probably also be necessary to clarify what is meant by a "category of information." When activity began to "slack off," and students seemed to be listing no new information, the discovery period would be brought to a close and the class called together again.



The next step would be to guide the class in bringing together the information gained and arriving at some summary statements or generalizations. In this example, the teacher might ask one group to give a category and then ask if each of the other groups also had that category on its list. By continuing in this way, two lists might be developed, either on the chalk board, or on large sheets of paper taped to the walls. One list would contain the information required on every label: the name and style of pack of the product, the weight and the name of the manufacturer or distributor. The other would contain the optional information which may be found there, such as pictures of the product, recipes, nutritional charts, ingredient lists (required if not a standard product) and serving suggestions.

During the development of the lists, the teacher could give important facts which cannot be "discovered". For instance, the meaning of various signs or seals of approval, and the requirement that ingredients be listed in order of the weight of each in the finished product cannot be found out merely by studying the labels. Thus in this example, as in all discovery lessons, additional information will need to be presented by the teacher or looked up by the students, if maximum learning is to be attained.

Characteristics, properties, visual form, structures and some classifications can be found by inspection and manipulation of materials, but names or titles, historical backgrounds, certain processes of manufacture and legal requirements cannot be. Objectives related to these and similar factors must be pursued in other ways.

Usually, an inquiry lesson is most appropriate at the beginning of a unit or topic of instruction. Follow up activities could involve students in reading more about the subject in texts or pamphlets, viewing films, slides or filmstrips which further explore the topic, or carrying out laboratory projects.

A list of possibilities for inquiry type lessons is given in the following pages. Students should enjoy these experiences and develop increased skill in observation and analysis. However, the freedom to move around and work with material may encourage an unstable group to get out of hand. In this case, the teacher might want to start with individual inquiry projects, arrange the activity so that it has a definite structure, and increase the amount of supervision during the activity.

Some Possibilities for Inquiry Lessons

1. Using:
   advertisements from magazines or newspapers, possibly grouped according to product type
   students could:
   a. identify the types of appeals used in the ads
   b. separate factual from emotionally toned language
      A visual could be made by dividing a sheet of paper in half lengthwise, placing factual phrases on one side and emotional appeals on the other.
   c. select some which seem especially informative and use them as a basis for setting up standards for a helpful advertisement

2. Using:
   a television or radio set and a watch or clock, preferably one with a sweep hand,
   students could:
   a. check the amount of time devoted to commercials, per hour, per program, or per total broadcast day
   b. record appeals, product offers and proportion of facts to emotionally toned words as for printed ads
   c. compare ads for the same product on radio or television and in print

3. Using:
   classified advertising sections of newspapers
   students could:
   a. note the differences between classified and display type ads
   b. make comparisons of the number of ads in different categories and suggest reasons for the variation
   c. list abbreviations used and determine the meaning of each

4. Using:
   a different small object for each class member or for small groups of students
   Examples: comb, stapler, ball point pen, small scissors, toy, piece of jewelry, fruit
   students could:
   a. list features which make the item a "good" product, features which are less desirable and ways in which it could be improved
   b. design an advertisement for the object which would emphasize the positive and give the consumer the information needed to make a purchase decision

5. Using:
   handbills and junk mail received in homes of class members during a one week period. (Names of recipients should be removed.)
   students could:
   a. classify the material according to product or service
   b. decide whether this type of advertising seems to be more or less informative than magazine or television ads

6. Using:
   swatches from a variety of fabrics (woven, knitted, pressed), of different weaves and weights, with color and pattern applied by different techniques
   and scissors, magnifying or pick glasses, water, detergent, and a source of flame,
   students could:
   a. count threads, unravel both lengthwise and crosswise threads and untwist until fibers or filaments appear
   b. determine construction method and type of weave by unraveling and studying under magnification
   c. pull in different directions and note the varying amount of stretch, compare back and front to note differences in design, pull threads and note whether the design is printed on grain
   d. check for qualities such as water repellency, wrinkle resistance, flammability, stain resistance and color fastness
   e. solve problems where several fabric samples are presented as possible choices for a given purpose, giving reasons for selection based on "discoverable" characteristics

7. Using:

   several garments of the same type, but varying in quality,
   students could:
   a. look for differences in construction, especially in stitching, buttonholes, hems and pockets
   b. try to find quality differences in the fabric in terms of weight, closeness of weave, freedom from defects, etc.
   c. use the characteristics discovered to arrange the garments in order of quality

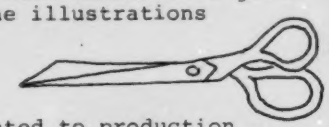
8. Using:
   pictures of clothing from magazines, mail order catalogs, advertisements in newspapers or store "flyers."
   students could:
   a. identify construction details (different forms of necklines, sleeves, pleats, pockets, fasteners, etc.) and match to descriptive terms found in the catalog copy or in advertisements
   b. classify as garments appropriate for certain activities, different seasons, work settings, etc., or combine into wardrobes for certain life situations

9. Using:
a city directory, guide book, telephone directory and local newspapers
students could:
a. make a list of government and service agencies located in the community
b. classify agencies according to source of support (public or private) and the various protections and services offered

10. Using:
recent copies of consumer publications
Consumer Reports, Consumers Bulletin, Current Consumer, Changing Times, Money, Consumer Life, or others available locally,
students could:
a. identify publisher, subscription cost, stated purposes or objectives, scope, difficulty of reading and understanding
b. compare departments in each, types of information available and possible uses to the consumer

11. Using:
a collection of installment credit contracts, either blank forms or used ones with names deleted
students could:
a. identify all unfamiliar terms and later check the meaning in the dictionary and/or reference works
b. determine payment schedules and interest charges

12. Using:
advertisements from various credit sources, those that come by direct mail or appear in magazines
students could:
a. identify terms and appeals used, the actual information given and the inferences to be gained from the illustrations

13. Using:
newspapers which can be clipped

students could:
a. clip news items and advertisements related to production (the combination and use of land, labor, capital and management to yield some product or service) and to consumption (the combination and use of goods and services to produce satisfaction for the consumer)
b. compare the two sets of clippings to clarify the meaning of these two concepts

14. Using:
diary records of activities for a day (kept by students or constructed by the teacher)
students could:
make one list of products or services produced during the day, and another of products or services consumed

15. Using:
newspapers, magazines and mail order catalogs
students could:
a. look for and list examples of
1. goods and services which promote human welfare when used
2. goods and services which harm the consumer
3. goods and services which neither help nor harm the consumer
b. compare the size of the three categories
c. note the standards used to decide in which category a certain good or service belongs
d. make a collection of pictures representing goods and services which they actually buy and use (plane of consumption)
e. make another collection of pictures representing goods and services which they think they ought to buy and use (standard of consumption)

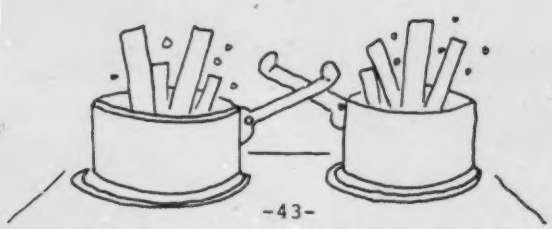
16. Using:
a collection of canned food labels and/or food packages
students could:
a. make lists of all types of information given, then decide what information must be present and that which may be included at the manufacturer's option
b. note terms used to describe size, quality or grade and form of the product
c. separate factual label information from that which is non-factual
d. compute the number of servings per package and the cost per serving, if price is available

17. Using:
newspaper food ads or flyers
students could:
a. list terms used to describe various products and look up the meaning of these, if unknown
b. make price comparisons of the same product in different stores, in different size packages and under different brand names

18. Using:
items to taste test, such as several different brands of peanut butter, canned peaches, or frozen dessert
students could:
a. open, drain and weigh both liquid and solids, in the case of a canned food - taste each product and note differences in flavor, color, appearance, texture, number and type of defects
b. make objective preference determinations and calculate cost per serving to determine the economic best buy

19. Using:
mail order catalog pages for furniture, wall coverings, curtains, china, flatware, television sets, etc.
students could:
a. compare price ranges and price levels, sizes, weights, capacities, materials used, and special features of selected items
b. note and determine the meaning of any unfamiliar descriptive terms

20. Using:
one or two quart saucepans of different materials - heat proof glass, ceramic, sheet aluminum of different weights, cast aluminum, stainless steel, copper clad and aluminum clad stainless steel, cast iron, porcelain enamel and Teflon lined.
students could:
a. compare weights, types of covers, material and shape of handles, attractiveness (color, trim) ease of cleaning and storage, ease of chipping or scratching and prices
b. bring one cup of tap water (uniform temperature) to a boil in each saucepan, using the same source of heat, noting the time required and any change in the appearance of the material
As an alternative, some product such as cereal or potatoes might be cooked, using standardized procedures,



21. Using:
a collection of small cooking equipment and utensils from the home economics department
students could:
a. identify each item, finding the proper name from reference materials if necessary; decide on possible uses for each item and identify items which could serve more than one purpose
b. make judgments about the quality of construction of each item, noting features which might be easily stained, chipped or broken
c. decide on the storage facilities needed to keep each item in good condition

22. Using:
carpet samples - scraps collected from such places as mills, furniture stores, carpet layers, salvage stores and individuals
students could:
a. pull apart some yarns and note the method of construction of both pile and backing
b. burn some fibers and note the results
c. stain sections with some materials commonly spilled on carpets, then try to remove the stains, both immediately and after setting with different types of cleaning agents sold for home use, as well as with soap or detergent and water
d. wet some sections thoroughly to note results of flooding damage
e. conduct wear tests, if enough material is available, by placing swatches on heavily traveled areas of the classroom for a definite period

23. Using:
yard or meter sticks and tape measures
step stools or step ladders
the classroom or part of the room
mail order catalogs
students could:
a. use the measuring equipment to determine accurate measurements of floors, walls or windows
b. use the mail order catalogs to determine the amount of material needed for different kinds of window, wall and floor coverings and make price comparisons

24. Using:
a collection of grooming products, possibly matched up with ads for the products (Shampoos, shaving creams, hand creams or lotions, tooth paste, etc.)
students could:
a. identify variations in package form, color and design and note examples of excess packaging
b. identify variations in appearance of the product, (color, thickness) in smell, flavor and special claims, noting ingredients if listed
c. plan and carry out use tests on the products and report results, comparing with the results of testing done by various consumer agencies

25. Using:
leases, originals or photo copies, with names deleted
students could:
a. identify responsibilities of landlord and of tenant, penalties for breaking the lease, and any restrictions on tenant activities
b. make a list of any unfamiliar terms

26. Using:
copies of mortgages, deeds or titles, or standard forms from government offices
students could:
note the way property is described, the stated purpose of the document and any unfamiliar terms which need definition

27. Using:
floor plans of homes cut from magazines and newspapers
students could:
a. compare size and arrangement of rooms, noting possible traffic patterns, special features and the feasibility of expansion or contraction to meet changing family needs.
b. make decisions about the suitability of a plan for a particular case situation, one provided by the teacher or devised by members of the class

28. Using:
pictures from magazines such as House Beautiful, American Home, House and Home and Architectural Forum
students could:
a. try to determine the types of building materials used on the exteriors, making some estimates of relative costs, which can later be checked
b. group home pictures according to styles and suitability for a particular case situation

29. Using:
sample life insurance policies of various types
students could:
a. classify policies according to type, noting the protections given, restrictions or exclusion from coverage
b. list all unfamiliar terms - later looking these up and rewriting sections of the policies in simpler language
This exercise could be repeated with health, accident, automobile and property insurance policies.

30. Using:
a master list of available types of insurance and case situations of individuals and families
students could:
a. study the case situations to determine needs for insurance protection of various kinds and suggest a possible insurance program in each case
b. use additional resources to determine the cost of the suggested program
c. compare programs to those suggested by other students and by insurance underwriters

31. Using:
several (4 or 5 or more) hypothetical budget plans, sets of check stubs and/or expense records
students could:
a. identify categories of expenditure, variations in expenditures for different categories shown on different records and values implied by a particular spending pattern
b. devise forms for recording the types of expenditures listed in the materials

32. Using:
lists of purchases made within a stated period - (from students' own records or hypothetical lists prepared by the teacher)
students could:
try to categorize the purchases and make possible budget headings

33. Using:
local newspapers, phone books, Chamber of Commerce directories and advertising brochures
students could:
a. make lists of recreational facilities available in the community and also of planned educational, social and recreational events
b. use available information to plan a stay-at-home vacation for a weekend or a two week period, estimating the cost

34. Using:
magazine pictures of persons engaged in all types of recreational and entertainment activities
students could:
a. classify activities as recreation (active) or entertainment (passive) and put in order from least to most costly
b. group activities in relation to degree of skill, required amount of equipment needed, availability of special facilities needed, suitability for persons of various ages and physical conditions

35. Using:
a supply of small kitchen gadgets, either real items or pictures from housewares advertisements or mail order catalogs, with price of each gadget attached
students could:
a. try to determine the use of each item, then decide how often such a task is done in their homes, what utensils are presently used to do it and how difficult it is to do
b. make a judgment as to which of the gadgets might be worth having
If different groups in a class do this exercise, results can be compared.

36. Using:
multiple copies of Consumer Reports, containing the annual Auto Buying Guide, and case situations provided by the teacher or prepared by class members
students could:
make and justify a purchase decision for a given family or individual

37. Using:
lunch trays returned in the school cafeteria
students could:
a. arrange with the proper personnel to check the amount of food returned on the trays
b. make forms for recording, practice estimating amounts and then make systematic checks during the lunch hour, perhaps on a different day each week, for several weeks
c. estimate the type and amount of food discarded in one week, and determine the cost of the food wasted in the lunchroom.

38. Using:
items usually thrown away, such as soft drink can tabs, empty orange juice cans, paper milk cartons, lids from coffee cans or fabric or yarn scraps
students could:
a. make as long a list as possible of ways to use each item for some practical or decorative purpose
b. decide on the skills and extra materials which would be needed to convert each item to a new use

39. Using:
    natural items, such as pine cones, sweet gum balls, pebbles, tree branches, roadside weeds and shells
    students could:
    a. devise ways to make decorative items out of each natural one, or out of combinations of items
    b. compare the cost of equivalent decorative items, if they were purchased

40. Using:
    a variety of brands or types of certain ingredients used in home prepared food products
    students could:
    a. find a recipe for a basic product such as muffins, or lemonade
    b. prepare the product, varying only one ingredient (using different brands or varieties of oil or melted shortening in the muffins or fresh, frozen or reconstituted lemon juice in the lemonade, for example)
    c. make cost and flavor comparisons, and see if any advertising claims for differences are supported

41. Using:
    different forms of a basic food product
    students could:
    a. prepare the product (one form to a student or pair of students)
    b. compute the preparation time and the cost per serving
    c. look up the nutritive value of the different product forms
    d. arrange for class taste testing
    e. make comparison charts of the information "discovered"
    f. make recommendations for the "best product form to use in certain situations."

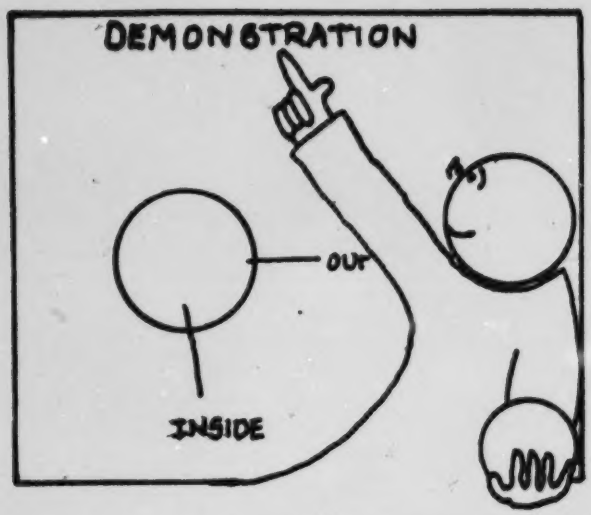
    Suggestions for products

    orange juice: fresh (from both Florida and California oranges,)
    frozen, canned, powdered drink mix, canned orange drink

    vanilla pudding: homemade, with whole milk, skim milk, dried milk, diluted evaporated milk, milk substitute such as Milnot
    packaged, to be cooked, using the same milks
    instant, using the same milks
    canned

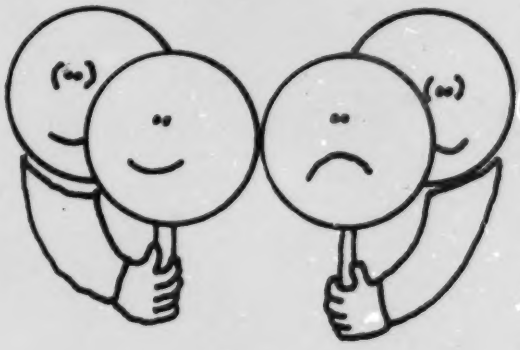
Room for your ideas!

Inquiry



DEMONSTRATION

DRAMATIZATION



Section IV Demonstration/Dramatization

A demonstration is a teaching method in which students are shown how to do something. In consumer and homemaking, the main goal is usually not to present techniques for performing some psychomotor skill as a preliminary step to classroom practice, but rather to develop standards, awareness and interest. Demonstrations may be "live" or on film, filmstrips, videotapes or television, and may be given by the teacher, by students or by resource persons. Dramatic type demonstrations are also very useful in consumer and homemaking classes, and will be considered in this section.

When students prepare demonstrations, they may develop many skills. They should become less self-conscious and more at ease in speaking before others. Their ability to organize and to plan an order of work should improve. Creativity and imagination will be needed to make the demonstrations interesting to classmates. Cooperation with others is important when several persons work together on a demonstration or skit. And dramatizations are often designed to increase awareness of the feelings, attitudes and values of others.

In preparing for a demonstration, the student or teacher needs to acquire an understanding of the content to be illustrated, and mastery of any skills which are involved. For example, if students are expected to develop skills in making simple household repairs, (Idea #12) they will profit from a demonstration of the processes to be practiced. Short demonstrations would also be helpful if the class objective is merely to develop an awareness of the types of simple repairs which a householder could perform. In either case, the demonstrator would need to prepare by a study of resource materials, such as books or handbooks which explain, for example, how to rewire a plug. The steps in performing the operation would need to be thought through and written out, and a list made of the needed supplies and equipment. Some of the necessary materials might be obtained from students or faculty members or at yard or garage sales or salvage yards for little or no cost. Small items in need of repair are found in most homes!

Illustrative material such as diagrams, charts or process steps on handouts, transparencies, slides or posters may help in clarifying procedures demonstrated, and will need to be prepared ahead of time. Some type of movable easel, flip chart or small flannel or bulletin board will be a help in displaying charts and posters and can be used to show steps in the procedure if a chalkboard or overhead projector is not available or not conveniently located.

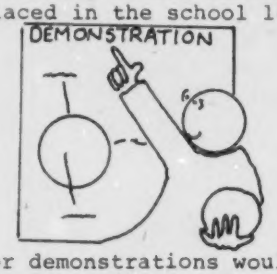
Once equipment and supplies are obtained and illustrative material prepared, a demonstration must be rehearsed so that all will go smoothly. All parts, machines, aids, etc. must be checked to make sure that they are in working order. It is also important to note any especially crucial or "key points" in a process. A key point is something which will cause failure or inadequate performance if it is not performed according to specifications. For example, in rewiring a plug, key points include allowing the proper amount of "give" in the cord before attaching it to the terminal, tightening the screws so that a good contact is made between plug and wire, and making sure that the wire ends are twisted together and tucked in so that there is no contact between the two opposite screws. The teacher will probably need to help student demonstrators in identifying key points because such points may be difficult to recognize unless one knows the procedure very well.

Often it is necessary to prepare finished products for display, either because time does not permit completion or because long periods of repetitious activity, or no activity, would be uninteresting to an audience. Sometimes, also, it is helpful to prepare a set of samples illustrating the steps in a process, for the audience to examine before, during or after the demonstration.

When it is time for a demonstration lesson, the room should be arranged so that all can see and hear and are comfortably seated. Except possibly for very brief periods, it is best to avoid having students standing, or seated on desks or tables. Such conditions encourage inattentiveness and may cause problems with class control. One should try to stimulate active, rather than passive, watching. Assistants may be chosen from the group and questions directed to the audience. Observers may be encouraged to ask questions, read steps from the board or a ditto, or speculate as to reasons for certain procedures. A guide sheet for students to fill in as they watch, helps to keep them profitably busy. If a demonstration involves food sampling and evaluation of the product, this, of course, will add interest. The key points which students are expected to remember should be emphasized and reviewed several times.

A "silent" demonstration is a variation in which the demonstrator does no talking. The viewers are provided with a sheet on which to record their observations of materials used, processes and results. Some follow-up questions for further investigations are usually added. Silent demonstrations encourage active attentive viewing and put more of the responsibility for learning on the student. For example, a silent demonstration might be used when nuts are chopped with different pieces of equipment (Idea #13). Work sheets could ask for a record of the time required to do the task with each implement, a description of the equipment and a comparative description of the finished products. Investigation would be needed to find the names of the pieces of equipment and to figure the cost of operating a blender. In this, as in some of the other suggested demonstrations, several students might be involved, each working with one piece of equipment.

If the school has videotaping equipment, some demonstrations might be recorded for use in other classes, or for showing at community or school programs. Videotapes could also be placed in the school learning center for individual study or make-up purposes.



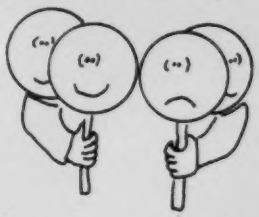
Follow up activities for demonstrations would be determined to some extent by the objectives for the demonstration. If students are to develop a particular skill, they should be encouraged to practice the demonstrated processes at home, and possibly to show them to others in appropriate settings. If, on the other hand, the objective calls for increased awareness (of possible home repair techniques, for example) a further assignment might involve a collection of articles referring to such techniques, or a bulletin board or display on this subject.

To prepare for a demonstration of behavior in some situation, one must first determine the objective for the dramatization and then select a problem or concept to illustrate which will help students accomplish this objective. Cartoons and news items often lend themselves to dramatization. Consumer columns and letters to the editor in newspapers, or in magazines such as Consumer Reports, may suggest situations. An excellent idea is to keep a card file of situations observed or reported, as well as of personal experiences. Students may also be asked for ideas based on their experiences. It is important to keep the situations realistic and close to local community conditions, unless the objective of the dramatization is for students to become aware of different aspects of an unfamiliar experience or to practice desired behavior in an anticipated situation.

Once a situation has been selected, it will be necessary to decide whether unrehearsed role playing or a scripted dramatization is desired. In either case, parts must be determined. For most classroom situations, it is best to keep skits short and to limit the number of roles to be played. Several brief dramas can be used to bring out different facets of a problem and give more students a chance to take part.

In the case of a prepared skit, a script must be written by the teacher or by students. For all dramatization, simple props can be selected to give students something natural to do with their bodies and to help make the situation seem more real to both actors and audience. Masks, parts of costumes, name signs, dishes, furniture, newspapers, etc., usually can be found in the classroom, or in homes, or can be easily made. Music, either live or on a tape or record, helps give a professional tone to a performance.

When it is time for the lesson, the teacher should help students to get involved with the problem, and to see how it fits into the objectives of the class. With role-playing, some type of "warm-up" exercise may be desirable. Cartoons on an overhead or slides or music can be used to set a mood. Or students might be asked to react to a situation on paper, before possible solutions are role-played. Some simple value clarification exercises, such as ranking values or choices, might also be helpful. If a dramatization is unrehearsed, the players will probably need a brief time to confer together and get into the spirit of the play. Other class members could use this time in the preparatory exercises.



During the performance, the non participants should be given something specific to watch for or to react to. One technique is to ask certain sections of the class to watch and identify with a particular character.

Students sometimes see role-playing as a threatening activity and may resist taking part. It is wise to begin with volunteers from the natural "hams" found in most classes. Also when discussing skits or role plays, the focus should be kept on the roles, not on the individual students playing the parts. For example, the characters should be referred to only by their stage names.

It is important not to let a role-play drag on too long. The teacher should monitor the performance and cut off the action while the interest is still high. Sometimes, particularly when a problem situation is being explored, it is helpful to stop the action and ask the players to reverse roles. Or one might select an entirely different group of students and ask them to perform their version of a solution.

Follow-up activities for dramatizations might include discussions to bring out the main concepts presented or individual written work to give personal reactions to the problems dramatized. Especially good skits might be videotaped for use in other classes or to present as part of an FHA-HERO or Parent Night program or at a school assembly. Sometimes schools have time on local radio or TV stations and would welcome skits related to some consumer and homemaking topic to use as part of a particular broadcast.

To add interest, the dramatic form may be varied by presenting pantomines or charades or puppet shows. The latter would be particularly good to use to present some consumer concepts to children in the lower grades. Preparing such a program or lesson for younger children would also be an excellent follow-up activity, one which would help to reinforce the concepts studied.

IV A Possible Demonstrations for Consumer and Homemaking Classes

1. Ways to wash garments of various fabrics by hand or machine, emphasizing the importance of

   *** knowing characteristics of fibers, detergents and other washing compounds
   *** reading and interpreting labels on fabrics and washing products

2. Ways to remove stains of different kinds from different fabrics, emphasizing

   *** types of stains
   *** types of stain removal agents
   *** effective procedures for removing different stains

3. Ways to use accessories to "dress up" or "dress down" an outfit, emphasizing

   *** the characteristics of a "basic" garment
   *** various kinds of accessories
   *** qualities in construction, material, and decoration which contribute to the dressiness or informality of accessories

4. Ways in which garment characteristics can change the apparent appearance of the figure, emphasizing such generalizations as

   *** Repeating a line or color emphasizes that line or color.
   *** Decoration draws attention to the spot where it is placed.
   *** Dark, dull, cool colors appear to recede and light, bright, warm colors appear to advance.
   *** Contrasts in line or color draw attention to the spot where the contrasts occur.

5. Ways to improve the appearance of a less expensive garment, such as

*** replacing cheap buttons
*** rehemming, removing excess material and straightening an uneven hem
*** sewing on snaps or hooks and eyes, or making thread loops where needed to hold parts of the garment in place
*** trimming loose threads and restitching any gaps in seams or top-stitching
*** removing cheap trimming, belts, etc. and replacing with better quality items.

6. Ways to improve the durability of a less expensive garment, such as

*** restitching seams
*** reinforcing buttons, adding shanks and backing buttons on heavier garment
*** rehemming with a more secure stitch
*** removing trim which might soil or wear out easily
*** making belt carriers
*** adjusting fit to avoid unnecessary stretching and pulling during wear

7. Ways to remodel or update garments by using such techniques as

*** dyeing to change color
*** interchanging components to give a different effect
*** changing or adding trim
*** combining with new accessories
*** making into a smaller size or a different type of garment

Examples:
Child's skirt from adult dress or skirt
Vest from a jacket
Cardigan sweater from a pullover sweater
Mittens from a sweater

8. Film: The Torture Testers 13 1/2 min.
Underwriter's Laboratories
1655 Scott Blvd, Santa Clara, CA 95050
Demonstrates Underwriter's Laboratories tests for fire, accident, electrical shock and casualty hazards.

Free set of 13 slides plus commentary
Testing for Public Safety

Available from:
Underwriter's Laboratories, Inc.
Public Information Office
207 East Ohio Street
Chicago, IL 60611

9. Ways to "dress up" a basic food product in various ways, making cost and calorie count comparisons

Suitable products for demonstration might be vanilla pudding, plain cake, pancakes or French omelet.

10. Comparison of a convenience food with one made "from scratch" in terms of cost, preparation time, appearance, flavor, additives used, etc.

Suggested foods: pizza, orange juice, chili, baby food (pureed fruits or vegetables), biscuits.
Demonstration is suggested here because skill in preparation is an important factor in getting food ready for such comparisons.

11. Examples of nutritious and quickly made snacks to replace "junk foods." Some could be: cereal cookies, fruit or milk drinks, candies with such ingredients as dried fruit, peanut butter and non fat milk and cheese dips to use with raw vegetables.

12. Ways to make simple household repairs, such as

    *** rewiring a plug
    *** replacing a washer on a faucet
    *** replacing a burned section of a carpet
    *** treating minor stains or scratches on wood furniture

13. Comparison of the time (including cleaning time) and energy (human and electrical) costs of performing tasks with different pieces of equipment
    Example: Chopping nuts using a

    * paring knife
    * French knife
    * slicing knife
    * non-electrical nut chopper
    * blender

14. Ways to refinish or "antique" old furniture, to make draperies or slip covers, or to perform such decorative processes as decoupage or stencil painting.

15. Ways to make certain cosmetics and grooming aids from simple, natural (usually much less expensive) ingredients
    Examples: tooth powder, deodorant, cold cream
    For help with formulas, see The Formula Manual, Norman H. Stark P.O. Box 29027, Phoenix, Arizona 85038 $9.95

16. Games to play which require no equipment, inexpensive equipment, or home made equipment for individuals, for groups of various age levels, or for groups of mixed ages.

17. Ways to perform specific hobby skills possessed by class members in macrame, photography, gardening and the like.

18. Ways to make children's toys from kitchen equipment or inexpensive or discarded materials, such as empty egg cartons, old greeting cards, buttons, spools, scraps of fabric, cans and boxes.

19. Ways to save time and energy in doing common household tasks
    old way - improved way of

    * clearing or setting a table
    * making a bed
    * preparing dishes for the dishwasher
    * cleaning a refrigerator, etc.

20. Demonstration of "do-it-yourself" skills in car maintainance such as

    * changing oil
    * changing the oil filter
    * changing a tire

    May be given by mechanic, auto shop instructor, or a skilled student

21. Ways to use discarded materials (junk) to make useful or beautiful items. Good ideas may be found in Heloise's syndicated column and in current issues of home and craft oriented magazines.

See also:

Corrigan, Barbara	How To Make Something Out Of Practically Nothing (clothing and home furnishings)	Doubleday	$5.95
Eisner, Vivienne and Weiss, Adelle	The Newspaper Everything Book	Dutton	$5.95
Terp, "Pop-Top" and Patton, Kenneth	Pop-Topping!	Chilton	$6.95

Above available from: Social Studies School Service
10,000 Culver Blvd, Dept. 98
P.O. Box 802
Culver City, CA 90230

22. Way to preserve and protect furniture by using quality cream or paste wax and ways to treat

* minor scratches
* burns
* spots of candle wax
* milk or alcohol stains
* water spots

Dec. 1976 issue of Co Ed has further information on page 18.

Room for your own ideas!

Demonstration

Room for your ideas!

Demonstration

IV B Possibilities for Dramatization including some available on films or filmstrips, which could serve as models

1. Prepared skit showing wise use of information in advertisements, emphasizing the importance of

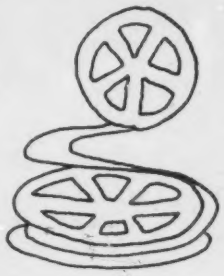
   *** reading ads carefully
   *** understanding terms used
   *** comparing information in different ads
   *** evaluating and resisting unfounded claims and emotional appeals

2. Skits or role-plays showing salespersons using different sales appeals and customers responding or resisting. Some appeals used could be

   *** status
   *** economy
   *** attractiveness
   *** health
   *** financial security

3. Charades or pantomines dramatizing popular TV commercials in order to indicate the use and appeal of well known brands and slogans.

4. Film dramatization
   A Foot In The Door - 10 min.
   Available from: Film Fair Communications
   10900 Ventura Blvd.
   Studio City, CA 91604
   illustrates different door to door sales schemes



5. Simulation of an advertising agency at work, in which

   *** a product is chosen
   *** students are surveyed to assess their likes and dislikes
   *** a basic theme is composed
   *** various types of advertising are prepared
   *** the campaign is carried out and evaluated

6. Skit showing how to go about buying some major wardrobe item, such as a winter coat, with emphasis on

   *** preparing a buying guide or list of specifications for the garment
   *** making the initial request of the clerk in the store
   *** reading all labels and hangtags
   *** making a systematic physical inspection of the garment or garments before selecting one or several for trying on
   *** using proper precautions to maintain the garment in good condition while trying it on
   *** checking various factors, such as length, position of grainlines and fit

7. Skit illustrating procedures for returning a garment
   To be found on pp. 103-104 in
   Teaching Aids for Consumer and Homemaking Programs - Hazel Spitze

8. Role-play of the decision making process involved in dividing the clothing money fairly among all members of a family

9. Role-play of a mock court hearing in which several common consumer complaints are presented as cases. Class members can be assigned roles as jury, judge, defendants (merchants) and plaintiffs (consumers)

   idea found on p. 208 in Suggested Learnings:
   Consumer and Homemaking Education
   Western Illinois University

10. Simulation of a department store claim adjustment department with "customers" returning items because of shrinkage, missing parts, appliances which do not operate properly

11. Filmstrips dramatizing five situations in which young consumers seek redress for wrongs done to them

    * getting a new car repaired under warranty
    * getting adequate repairs on household appliances
    * finding the proper agency to handle your complaint
    * going to small claims court
    * using a lawyer

    Justice in The Market Place - Changing Times
    2 filmstrips with records or cassettes and Teacher's Guide $47.50

12. Filmstrips examining common gyps and frauds in the market place, how to spot them, and how to deal with them
    Dramatizations involving

    * home improvement frauds
    * deceptive proprietary achools
    * deceptive money-making schemes
    * deceptive advertising, promotion and sales
    * mail order frauds

    Typical Gyps and Frauds - Changing Times
    2 filmstrips with records or cassettes and Teacher's Guide $47.50

    Items 11 and 12 may be ordered from

    Social Studies School Service
    10,000 Culver Boulevard, Dept. 98
    P.O. Box 802
    Culver City, CA 90230
    Write for catalog

13. Film The Owl Who Gave A Hoot 15 min. cartoon form
    Free loan from: Modern Talking Picture Services, Inc.
    1687 Elmhurst Road
    Elk Grove Village
    Chicago, IL 60007
    Problems of consumers in low income areas, with emphasis on door-to-door selling

14. Prepared Skit or Role-Play of credit interviews emphasizing

* characteristics of a good or poor credit risk
* skills needed by the interviewer

A variation:
Students may represent interviewers from four different lending agencies: commercial banks, consumer finance companies, credit unions and life insurance companies - and illustrate differences in the agencies and the types of loans they make.

Another variation:
A resource person from one of the lending agencies may be asked to conduct such an interview as part of a class presentation.

15. Simulation

Some students may form a hypothetical finance company, and make up a form for a loan application, plus hypothetical case descriptions of individuals and families. Other class members may fill out loan applications, using information from the descriptions. "Company" representatives may then interview "applicants" and inform them whether credit will be advanced or not.

16. Skit comparing a "poor" food shopper with one who gets more nutrition for the money

An excellent example, which can be up-dated with current prices and products, is found in the Illinois Teacher of Home Economics. Vol XI, No. 1 Fall, 1967-68, p. 9-13.

17. Role-plays showing desirable and undesirable behavior at the time of and subsequent to an insured loss

Pictures from newspapers showing accidents, fires, etc. may be used as "starter" ideas. Roles of insurance agents, claims adjustors, witnesses, etc., should be illustrated.

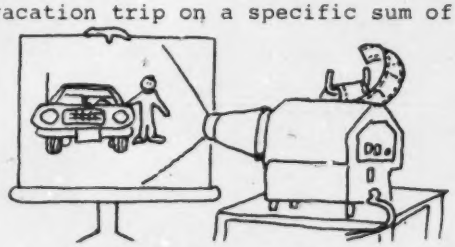
18. Skit showing an interview with an insurance agent in which a client is helped to make decisions about appropriate amounts and types of insurance for a given situation

19. Skit showing a family setting up a spending plan or evaluating one after it has been used for several months

20 Skit of a family planning a summer vacation trip on a specific sum of money

21. Filmstrips dramatizing problems in

* buying a first car
* shopping for a car loan
* finding out about insurance
* passing the tire test
* having your car fixed



Changing Times So You Want Wheels
2 filmstrips, cassettes or records, Teacher's guide $47.50
may be ordered from Social Studies School Service

22. Skits in which couples show a distinction between traditional and non-traditional authority patterns and roles in the family

23. Minute Dramas
Expressing different values in some buying or management situation such us

* purchasing food
* arranging furniture
* choosing a recreational activity

24. Film dramatizations available on free loan from:

Aetna Life and Casualty
Public Relations and Advertising Department
Film Library
151 Farmington Avenue
Hartford, Connecticut 06115

a. Banking 18 min.
a person opens a checking account
and takes a tour of the bank
b. Buying 13 min.
emphasizing good buying habits
c. Credit 18 min.
shows processes in borrowing, charging
and financing
d. Insurance 16 1/2 min.
agent discusses various kinds of life,
health and property insurance with
a prospective client.

25. Film dramatization of process of buying a dishwasher
Anita's Guest - A Dishwasher Makes a Difference 19 min.

Free loan from:
Maytag Company
Home Service
Newton, Iowa 50208

26. Film dramatization
showing interaction of private and government agencies to
help persons reach goal of self-sufficiency
Get It All Together 30 min.

Free loan from:
National Audiovisual Center
General Services Administration
Washington, D.C. 20409

27. Film Cartoon
depicting the role of supply and demand
Sam's Song 13 1/2 min.

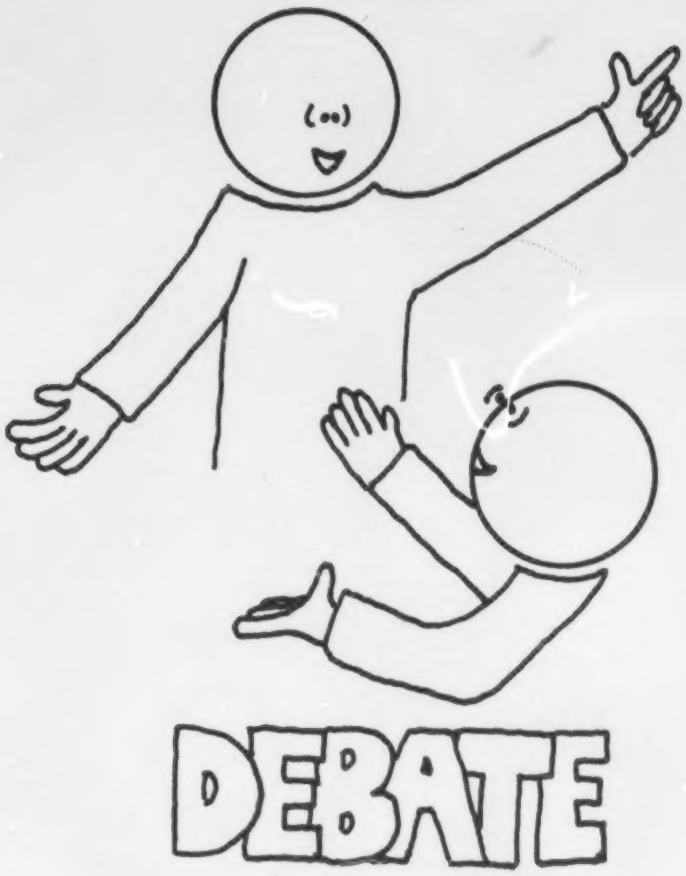
Free loan from:
Sun Oil Company
Attention: J.R. Shearer, Manager
Economic Information Service
1608 Walnut Street
Philadelphia, PA 19103

Room for your ideas!

Dramatization

Room for your ideas!

Demonstration/Dramatization


DEBATE

Some Possibilities for Class Debate

1. Proposition:

Advertising is desirable for the smooth functioning of our economic system.

Affirmative

* Advertising informs consumers of new products and new uses for old products.
* Information about prices, sales and product availability may save the consumer time, energy and gasoline.
* Many jobs are provided by the advertising industry.
* Competition is more effective when information about products is easily available to all.
* Our economy must have a mass market, and advertising which increases sales promotes large scale production and thus tends to lower the cost of goods.

Negative

* Advertising encourages conspicious and excessive consumption.
* Advertising often gives misleading information and keeps consumers from getting the "best buy" because it teaches them to rely on brand names instead of established quality standards.
* The cost of advertising must be paid by the consumer and adds to the cost of products.
* Advertising emphasizes false values and commercializes intimate personal situations and relations.
* Because so much advertising is misleading and exaggerated, it promotes cynicism and scepticism, especially in children.

2. Proposition:

Commercials should be banned from television and radio.

Affirmative

* Sometimes it is hard to distinguish the advertising message from the program.
* Television advertising has the most influence on children and the less educated, and gives them misleading ideas about products.
* Commercial sponsors can dictate program content and may prevent unpopular ideas or balanced viewpoints from being presented.
* The high cost of commercials increases the cost of the products advertised.
* Those who use advertised products now pay the cost of radio and TV programs. It would be more fair for all media users to share the cost.

Negative

* The quality of programs would fall without support from advertising funds.
* Commercials reach people who can't read with information which can help them make choices and be more at ease in shopping situations.
* Commercials provide a needed break, especially during longer programs. It is hard to pay continuous attention.
* Commercials give consumers information and help them become aware of new products.
* The alternatives to commercial sponsorship of radio and television are either government sponsorship or payment in some form by users, either a tax or a payment for each program watched or heard.

3. Proposition:

Sewing is a desirable skill to learn.

Affirmative

* Sewing can be a creative hobby.
* One can save money by home sewing, especially on house furnishings and children's clothing.
* Sewing experience can make one a better judge of the quality of construction in ready-to-wear garments and furnishings.
* If one sews, one may have individually designed and fitted garments without paying designer prices.

Negative

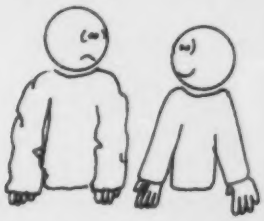
* Some persons do not have enough eye-hand coordination and finger dexterity to sew well.
* If home sewing is to be done well, it requires expensive equipment, (good shears, machine, pressing equipment, et
* Garments made at home may not be as "smart" in appearance and are likely to have a home-made look.
* Sewing takes a lot of time and patience.

4. Proposition:

It is better to have a few garments of good quality than many garments of poorer quality.

Affirmative

* Good quality garments wear better and tend to last longer.
* Good quality garments tend to have a better appearance when purchased.
* Higher quality garments usually are made to fit the figure more accurately.
* Good quality garments can be remodeled or passed on when one is tired of them, or outgrows them, thus saving money either for the owner or for someone else.



Negative

* Fewer garments make for less variety, tending to cause boredom with one's wardrobe.
* When garments are limited in number, each will need more frequent washing and cleaning which wears out clothing faster.
* Garments which last a long time may go out of style before they are worn out.
* Other people may criticize you for wearing the same clothes all the time. Young people, especially, prefer variety.

5. Proposition:

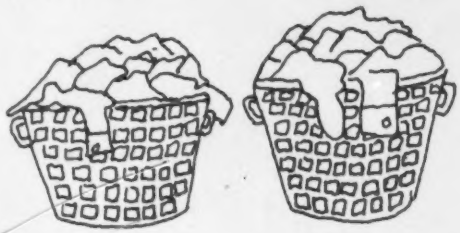
It is better to have laundry equipment in the home instead of using a coin operated laundry.

Affirmative

* Laundry can be done while other household tasks are being completed.
* Public laundry facilities may transfer germs from family to family.
* It is difficult to take small children along to a public laundry, especially if they are ill or should be sleeping.
* Laundry can easily be done every day, if necessary, thus fewer changes of clothing will be necessary.
* Using coin operated machines can be very expensive, especially for a large family.
* One cannot dye clothing in public washers.

Negative

* The household bills for water and electricity will be lower if coin operated machines are used.
* Washers and dryers break down and may need expensive repairs.
* In a coin operated laundry, several loads can be done at the same time, thus making it possible to complete the work quickly.
* Public laundries have heavy duty machines which make it possible to wash heavy items such as rugs and sleeping bags.
* In many smaller homes or apartments, laundry equipment may be prohibited by the landlord and the proper hook-ups will not be available.



6. Proposition:

Consumers should look to themselves and watch their own interests and not expect the government to do this for them.

Affirmative

* When people have to depend on themselves, they tend to become more alert and are less likely to be cheated.
* Prices for goods would be lower without the added costs of inspection and regulatory services.
* Persons who cheat or try to sell poor quality products will eventually be forced out of business if consumers do not buy.
* There is a lot of duplication among regulatory agencies, thus adding to tax costs for the service.

Negative

* The marketplace is so complex today that no consumer has time to keep up with all the products needed.
* Many products are sold far from the place of manufacture and so local inspection and over-sight is not enough.
* More, rather than less, government supervision and control is going to be necessary to cope with present and future shortages of energy and other resources.

7. Proposition:

The government should take a more active role in providing for the welfare of the general public.

Affirmative

* Promoting the general welfare is mandated by the U.S. constitution, thus the government should be an active agent to create good living conditions for all people.
* There will be real equality of opportunity in this country only if the government provides for it and monitors it.
* The government already aids special groups and causes, such as education and agriculture, and should help all who need assistance, not just selected groups.
* The recent scandals in nursing homes and other businesses suggest that services provided by private agencies are not necessarily more efficient or of higher quality than those run by government.

Negative

* If the government provides more and more, individual initiative will be destroyed and it will be easier not to work.
* Free enterprise based on the profit motive has already given more people in the U.S. a higher level of living than elsewhere in the world.
* If the government spends a lot of money on general welfare, taxes will have to be raised to pay for this.
* Persons know what they need better than some government agency, and shouldn't be forced to live by someone else's values.
* Large and growing public spending may actually result in slower economic growth, as it has in other industrialized countries.

8. Proposition:

Class action suits are a desirable way for consumers to attack fraud and injustice in the marketplace.

Affirmative

* Such suits provide a way to prosecute for frauds in which many consumers experience losses of only a few dollars per individual.
* Normally, litigation for redress of complaints is too complicated for an individual to undertake it without expensive legal aid.
* The person really responsible for a fault or injustice is usually not accessible to the local consumer with the problem.
* When there is a judicially imposed sanction available, lawyers will tend to advise their business clients to be more careful about just treatment of the consumer.

Negative

* The major portion of consumer injustices is local in origin and should be handled by local or state courts.
* The approval of class action suits opens the federal court system to a flood of privately initiated consumer class actions.
* There is always the possibility of harassment of all members of a class, such as solicitation for funds to support a suit.
* Consumers will be encouraged to attack small injustices, rather than concentrating on major issues.

9. Proposition:

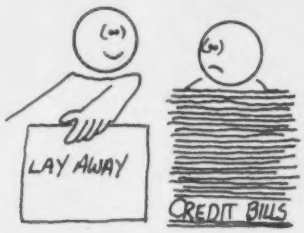
It is better to pay cash for durable goods than to purchase them on credit.

Affirmative

* Paying cash saves interest charges, thus items actually cost less and the saving may even be enough to pay for an additional item.
* Impulse buying is reduced when it is necessary to plan ahead to have enough cash for a purchase.
* One is less likely to go into debt if purchases are postponed until cash is on hand.
* Learning to wait and save for things helps to develop self discipline and results in greater enjoyment when the item is obtained.

Negative

* It may be impossible to accumulate enough cash to pay for some needed items.
* Buying on credit and repaying promptly is necessary to establish a good credit rating, which might be needed at some time.
* It's not safe to keep large amounts of cash at home and many places no longer accept personal checks.
* Our economy will slow down if people only buy what they can pay for in cash.



10. Proposition:

It is better to use the lay-away plan than to use credit cards.

Affirmative

* The lay-away plan can be used by those who cannot obtain credit cards.
* Lay-away provides free storage for an item until it is needed.
* Money saved for a purchase in a savings account will earn some interest, thus decreasing the actual cost of the item.
* Persons with credit cards tend to buy more, and may accumulate quite a debt without realizing it.

Negative

* A credit card can be used in places which do not permit lay-away purchases.
* With a credit card purchase, one can have the use of an item without any waiting.
* A service charge must be paid, even if one desires to cancel a lay-away purchase.
* Sales items can be bought with a credit card, but usually can't be put on lay-away.

11. Proposition:

Descriptive labeling is more helpful to consumers than grade labeling

Definitions: Descriptive: descriptions of properties or characteristics of an article which are commonly regarded as measures or evidences of its quality and usefulness

Grade: symbol designating a quality class defined by specifications or standards set up by appropriate agencies.

Affirmative

* If minimum standards for quality are set for a grade, producers might only meet these, rather than trying to improve their products.
* Not all items can be graded, but descriptive information is applicable to all products.
* Different characteristics are relevant to different product uses, and a consumer needs to know these characteristics.
* The cost of labeling, inspection and enforcement would probably add to the cost of goods.

Negative

* Terminology used on descriptive labels does not have commonly accepted meanings, thus is subject to variable interpretation.
* Quality standards can be enforced better when grade labeling is used, so that the consumer can expect to find consistent quality in a product.
* Grades will mean the same from one producer to another, since they are based on standardized quality descriptions prepared by experts who are familiar with the various products.
* Price comparisons will be easier if one can be sure that the products being compared are of equivalent quality.

12. Proposition

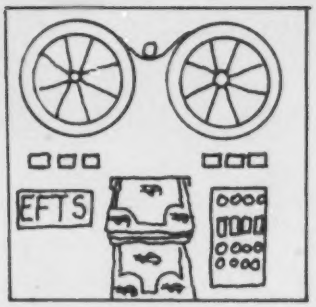
"Fair trade laws", which maintain retail prices for brand name merchandise, should be reinstated.

Affirmative

* Pre-set prices stop "loss-leader" selling, making it unnecessary for the buyer to waste time, money and energy looking for the best buy.
* Prevention of a retail monopoly allows independent stores to compete in the market place.
* Products made to sell for a certain price tend to be more uniform in quality.
* Consistent pricing protects the manufacturer's reputation or good name.
* Other legal ways to maintain the price of certain products (e.g. granting of franchises or selling items on consignment) are less fair to certain retailers.

Negative

* Prices set by a producer tend to be high.
* Persons who don't want or need special store services should be able to pay less for the products they buy, as at a discount store.
* These laws destroy price competition, thus undermining the free enterprise system.
* These laws give special treatment to some manufacturers, thus are the domestic equivalent of a protective tariff.
* Inefficient producers are subsidized by fixed prices.



13. Proposition:

An electronic funds transfer system (EFTS) would be an improvement over our present system of banking and transferring cash.

Affirmative

* Checks could be cleared more rapidly and at less cost and this saving could be passed on to customers.
* Consumers could get cash, make deposits and carry out some other banking transactions at any time since an electronic ~~banking~~ facility is always open.
* An electronic bank can be put in an existing building, thus saving on the cost of constructing separate branch offices.
* Computer terminals, set up as part of EFTS in retail stores, can verify checks instantly and reduce the presently substantial losses from non-payers and fraud.
* Automatic payroll deposit plans, a part of EFTS, can make deposit of checks more convenient and prevent theft and loss in the mail, especially important in high crime rate areas.

Negative

* Computer errors could make it possible for a bank account to be overdrawn without the customer's knowledge.
* Records of payments and banking transactions could be used by government agencies or even by criminals, to track individual's movements.
* Individuals dislike giving banks broad authority to pay bills, etc. for fear of losing control over their own finances.
* Computer records might not be accepted as proof of payment as readily as canceled checks.
* The movement has the potential to become a monopoly with smaller institutions easily shut out of the system.

14. Proposition:

Planned obsolescence is a desirable feature of a free economy.

Affirmative

* Consumers tastes do change, and goods should change also.
* Planned obsolescence creates new business and new jobs and thus greater personal income.
* Technological advances mean that new products usually have increased utility, are more convenient, versatile in use, etc., and consumers should be able to take advantage of these contributions to a higher level of living.

Negative

* Planned obsolescence involves wasteful use of natural and human resources.
* Regular and frequent model changes involve production costs which only large companies can afford and thus tend to lead to monopoly.
* Planned obsolescence is only a way of raising prices. The "new model" almost always costs more.
* Without planned obsolescence, consumers could spend for features they really wanted, rather than for superficial style changes.

15. Proposition:

"Cents off" coupons and trading stamps should be eliminated.

Affirmative

* The care of coupons and stamps requires time of store personnel which could better be spent on keeping the store clean, stocking shelves, etc.
* Coupons and stamps are part of advertising campaigns and are eventually paid for by the customer.
* Coupons encourage consumers to buy products they don't need, larger sizes than they need, etc., thus encouraging waste.
* Coupons hold the potential for fraud on the part of both customers and retailers.
* When trading stamp companies go out of business, the consumer is left holding worthless books of stamps.
* The use of trading stamps makes it harder for stamp savers to do accurate price comparisons.

Negative

* A careful shopper can make substantial savings by using coupons for items which would be purchased anyhow, or exchanging stamps for needed items.
* Coupons encourage shoppers to try new products and to compare products, and thus help them to become more informed consumers.
* Merchants need to use varied appeals to increase business and make it possible to provide more services for consumers.
* Retailers are going to use some kind of promotional device, and the fairest type is one which gives a return to the customer in proportion to the amount spent.
* Stamps make it possible for consumers to secure luxury and gift items they would not feel justified in purchasing.

16. Proposition:

Home canning, freezing or drying is preferable to buying already processed foods.

Affirmative

* Money can be saved if home grown foods are used for this preservation.
* When preserving food at home, it is possible to omit undesirable additives, or those which certain family members should avoid.
* Reusable containers can be used for home processing, thus conserving resources.
* Home processed foods tend to have a fresher, more natural flavor, and can be seasoned just the way the family likes them.

Negative

* Commercially processed foods are available in a greater variety of forms than any home processor would be able to prepare.
* The higher temperatures and tested methods used by commercial processors make their food less likely to cause illness.
* The special equipment needed for home processing costs money and must be stored when not in use.
* Persons who preserve food at home need storage space for the finished products.
* Preserving food at home requires a lot of time and skill.

17. Proposition:

It is better to buy furniture in a set rather than as separate pieces.

Affirmative

* A set of furniture has been planned to "match" so that the pieces will all look good together.
* Furniture bought in a set will probably wear out at about the same rate.
* A set of furniture is often sold for a special price, thus the pieces may cost less than if bought separately.
* Buying a set of furniture makes it likely that you will have all the necessary pieces for a given room.

Negative

* All of the pieces in a set of furniture may not be equally good in design.
* Sets of furniture don't allow for individuality in selection and arrangement.
* Shopping around for individual pieces may enable one to get the furniture needed at an economical price.
* One may not need all of the pieces in a set, or a set may not have particular desired pieces.

18. Proposition:

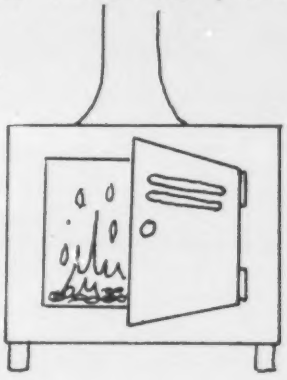
Assuming that both are permitted in the community, a garbage grinder would be a better choice than an incinerator for disposing of food wastes.

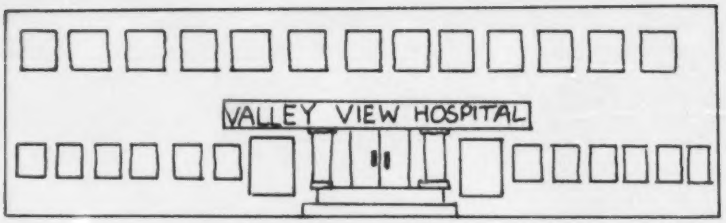
Affirmative

* No transporting of wastes is necessary as they can be cared for right at the sink.
* A grinder is less expensive to purchase, install and operate than an incinerator.
* A grinder is small and out of sight.
* A grinder needs no special care, whereas ashes and non-burnable material must be removed from an incinerator at intervals.
* With a grinder, wastes which accumulate during meal preparation can be taken care of immediately.
* A garbage grinder does not cause air pollution.

Negative

* The incinerator will dispose of wastes which a grinder can't handle, or can handle only with difficulty, such as beef bones, pits and corn husks.
* An incinerator is quiet, whereas a grinder vibrates noisily.
* An incinerator will handle large amounts and large pieces of waste. It isn't necessary to break waste into smaller pieces.
* An incinerator avoids the possibility of clogging the sink, and does not cause overloading of a septic tank.
* An incinerator doesn't use scarce water and avoids water pollution.





19. Proposition:

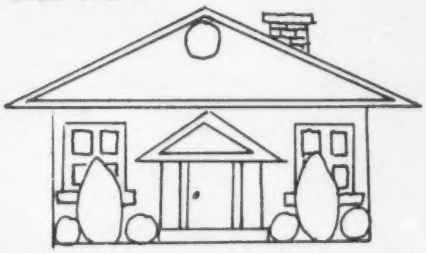
The United States should have a national health insurance program.

Affirmative

* The present system encourages unequal distribution of health care.
* Private health insurance currently pays only a small percentage (about 1/4) of all personal health care bills.
* With national health insurance, persons would be more likely to get needed care early in an illness, thus helping to keep it from becoming more serious.
* Preventive medical care would become more wide-spread. It is now relatively underdeveloped in the U.S.

Negative

* Many people currently abuse their insurance coverage and abuses will increase with universal coverage.
* When the government takes over a service the cost (in taxes) to the public increases because of the added administrative and supervisory costs.
* Many presently operating health insurance companies would have to go out of business, if the government took over.



20. Proposition:

It is better to buy an old house in good condition than to buy a recently built house.

Affirmative

* Houses built years ago were made with better quality materials and with higher levels of craftsmanship.
* More space can be had for less money in an older home.
* An old house which is already landscaped and planted, will look more lived in and have more "character."
* In cities, old houses are more likely to be on bus lines and near to desired services.

Negative

* Old houses are more likely to be in declining and deteriorating neighborhoods.
* Old houses may not be in conformity with modern building codes.
* If replacement of certain features is required, parts to match certain styles of flooring or wall finishes, for example, may no longer be available.
* Newly built houses are easier to keep clean.
* Older homes with high ceilings, little insulation etc., will probably cost more to heat.

21. Propostion:

It is better to buy a home than to rent one.

Affirmative

* A home owner will not have to move when it is inconvenient because of someone else's decision.
* Owning has Federal (and sometimes state) income and other tax advantages, especially for those in higher tax brackets or over 65.
* The home owner is protected from an increase in rent, and in times of inflation, property will increase in value.
* A home owner is apt to have a greater sense of belonging to a community and to feel independent and respected.
* When a home is owned, it can be decorated and landscaped as the owner wishes.
* Home ownership improves a credit rating and provides a tangible incentive to save.

Negative

* It is easier to move from rented housing in case of an employment transfer or neighborhood deterioration.
* It is easier to adjust to the changing size and needs of a family by moving to housing with the desired characteristics.
* The landlord is the one liable for major repairs, new assessments for sidewalks, etc., and also for the loss if property values go down.
* A rental lease imposes restrictions of various types, some of which may interfere with a desired life style.
* Owning a home requires an initial capital investment for the down payment, closing costs, etc., which some people may find it difficult to accumulate.
* Some persons have neither the time or inclination to manage the upkeep of a house.
* In case of short term unemployment of disability, a renter has no equity to lose.

22. Proposition:

It is better to have a house built to order than to buy one already built.

Affirmative

* The house can be planned to meet a particular family's needs and life style.
* A house may be made of better quality materials if it is not "built to sell."
* When overseeing building, one can catch errors in time to have them corrected.
* The work is likely to be done more carefully if a builder feels responsible to a particular person.
* A prospective owner may be able to reduce costs by doing some of the work.

Negative

* The supervision of building requires a great deal of time and knowledge.
* It is usually more costly to have a custom built house.
* A house already built can be moved into without a long delay.
* A ready built house can be examined and a decision made as to whether it is acceptable or not.
* FHA insured home loans are not available to finance construction but only to buy a home already built.

23. Proposition:

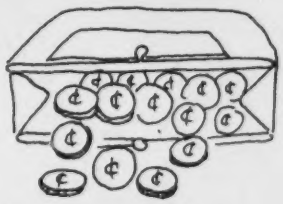
It is more advantageous to use a professional mover for a cross country move than to manage the move oneself.

Affirmative

* Moving companies have trained employees who know how to pack different kinds of household goods.
* Packing for a move requires a lot of time, especially if there is only one person to work at it.
* Movers do take some responsibility for losses or damage. A householder moving as an individual, must bear all the expense of mishaps.
* It may be difficult to find and rent appropriate trucks for a large amount of household goods.
* Moving with a professional company makes it possible to clean the former home and get the new place ready without adding the extra strain of responsibility for transporting furnishings.

Negative

* If a job is small, a professional mover will either not take it on at all, or will require the sharing of a van.
* Commercial movers typically give a range of days for pick up and delivery, and may be late. In personal moving, the goods will leave and arrive with the householder.
* Movers do not accept liability for valuables.
* Moving on one's own will probably cost less.
* There are disreputable movers who overcharge or actually steal goods.



24. Proposition:

Children should be given an allowance.

Affirmative

* Children learn to handle money by starting to handle small amounts at an early age.
* If children are given allowances, parents can observe how they handle money and guide them in developing good attitudes and habits.
* Children should be made aware of the cost of goods, and that there is a price to pay for goods and services.

Negative

* Children shouldn't have to worry about money, but should enjoy a carefree childhood.
* Children shouldn't be given something for nothing, but should earn their spending money.
* Children who don't know how to handle money will waste a lot of it.
* Parents may tend to use an allowance as a reward for good behavior and make it dependent on the child's grades, conduct, etc.

25. Proposition:

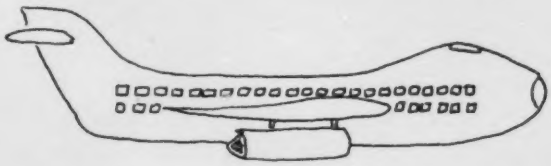
It is better to go on a tour planned for a group than to go traveling alone.

Affirmative

* On a guided tour, there will always be someone available to help in an emergency.
* A trip is more enjoyable where there is no worry about the details of tickets, lodging, etc.
* With a guide, one is less likely to be cheated because of a lack of understanding of the language, money or customs of a country.
* Group tours of many different types are available for many different kinds of groups, so that it is possible to suit personal tastes.
* Tours are usually cheaper because of group rates and economies such as sharing hotel rooms.

Negative

* Planned tours tend to be superficial, not allowing enough time anywhere to get the "feel" of a place.
* People whom one has never met will probably not be very congenial as travel companions.
* It may be possible to save money by choosing less expensive accomodations than a tour can use.
* The speed of a tour in general, and of visits to particular sites, may be either too fast or too slow for a particular individual's physical condition or habits.
* A planned tour does not allow for changes in ideas about things to do or the amount of time to spend in a place.



26. Proposition:

Consumer goods should be more carefully made so that they will last longer.

Affirmative

* Goods which last longer are more economical in the long run.
* If fewer goods are needed, less of our scarce resources will be needed to manufacture them.
* Goods which are well made can be "recycled" or used more by others when the original owner tires of them.
* If an item lasts longer, one can save money since a replacement purchase will cost more because of the increasing rate of inflation.

Negative

* People prefer variety and thus want to replace goods with new items frequently.
* Some products, such as those for children, will be outgrown before they are worn out.
* Longer lasting products mean that the consumer is not able to take advantage of technological advancements which result in products with improved performance.
* If goods last longer, demand for them will be reduced, manufacturing plants will need to make fewer items, and a decline in production will result in job lay-offs.

27. Proposition:

Individuals and families should plan a budget.

Affirmative

* The process of preparing a budget requires evaluation and examination of goals, values and consumption practices.
* Budgeting makes it easier to adjust irregular income to regular expenditures.
* It is possible to increase one's real income by planning expenses and buying intelligently.
* Budgeting and record keeping helps one to discover and plug leaks in family expenditures.
* With a budget, it is easier to allocate income for saving and investment and other long term goals.

Negative

* If one makes a good income, there is no need for a budget.
* It takes time and effort to prepare a budget and keep a record of expenditures.
* Budgeting doesn't increase one's money income, so it is really a waste of time.
* An irregular income is too hard to budget.
* Unless people follow a budget, there is no point in making one.

28. Proposition:

Term life insurance is prererable to the permanent tvpe.

Affirmative

* The premiums for term life insurance provide low cost protection.
* Money saved by buying a term policy can be invested to earn interest at a higher rate than that common in a whole life policy.
* By buying term insurance, a young breadwinner can afford enough coverage to protect a family adequately during the years when protection is most needed.
* One can always get more insurance protection for a given premium expense with term type policies.

Negative

* Permanent type life insurance premiums are higher than term type premiums for the same coverage during the early years of a policy, but ordinarily, they remain the same, and do not increase in later years.
* Permanent type life insurance is really a forced savings plan, and therefore helpful to those who find saving difficult.
* Permanent type policies build up cash value, and this sum can be withdrawn at any time.
* One can borrow against the cash value of a permanent type policy.
* If it is necessary to discontinue a permanent type policy, one can still get a return of the savings portion of the money paid in.

29. A film on the issue of strip mining.

Energy vs. Ecology 27 1/2 min.
The Great Debate

Free loan from:

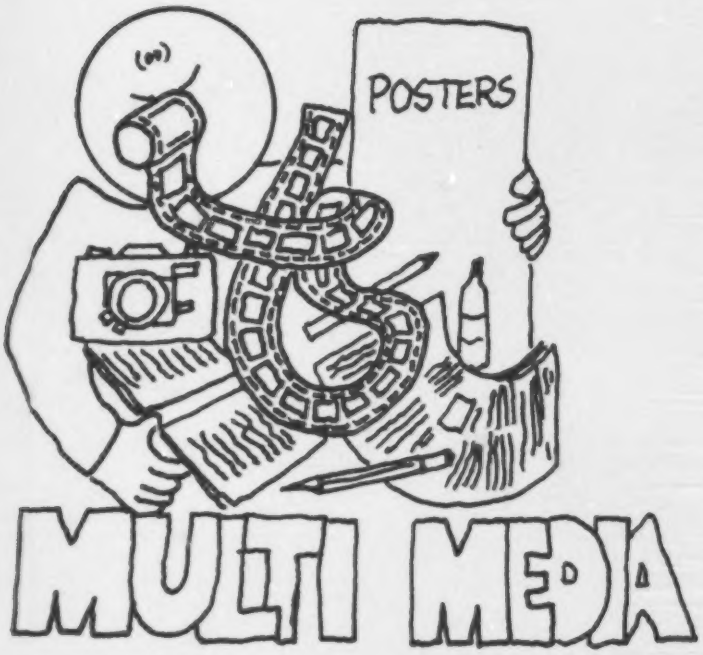
Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village
Chicago, IL 60007

Room for your ideas!

Debates

Room for your ideas!

Debate


POSTERS
MULTI MEDIA

Section VI Multi - Media

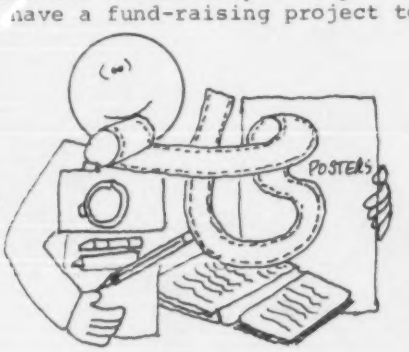
In this handbook, the term, multi - media, is being used to refer to a presentation or display requiring seeing, hearing, touching, and possibly smelling and tasting, to explore different aspects of a concept. Students learn in different ways, Some remember better when ideas are presented visually rather than verbally. And some must work with concrete manipulative activities in order to understand. In the process of illustrating a concept in various ways, students should become more familiar with the content. Thus, though the teacher can prepare multi - media presentations for a consumer and homemaking class, it is more desirable for students to be guided in putting them together.

Many kinds of materials are needed. Using discarded and/or borrowed materials can help to reduce the cost, but multi - media projects will probably still require some expense. A foundation of chalk, magnetic, peg, flannel or bulletin boards may already be available in the classroom, but for some displays, students may want to construct backgrounds out of plywood, grocery cartons, fiber board, bricks, branches, room dividers or cement blocks.

To add color, felt tip markers, colored chalk, crayons, poster paints, fabric, wrapping paper or wall paper may be used. Lettering can be easily done with a set of commercial stencils and some tempera paint. Plastic and cardboard letters are also available, and one can make a set of patterns by pasting squared paper on thin cardboard, tracing each letter form using the squares as a guide, then cutting the letters out with sharp shears or a razor blade. Freehand type letters can be made out of almost anything. A few possible materials include newspaper, colored pages from magazines, yarn, thumbtacks, seeds, shells, rope, pebbles, rickrack, braid, lace, dried grasses, popcorn, berries, fabric, plastic cartons, styrofoam sheets, wrapping paper, felt, play dough and bread dough.

Many types of materials can be used for exhibit purposes. Real objects - food, clothing, books, toys, appliances, etc. - are preferable, but models or packages can be prepared to simulate the real thing. Pictures, posters, or charts can add color and interest. Cartoons or drawings can be enlarged by use of an opaque projector or a grid. Videotapes, filmstrips, slides or short films can be set up to provide visual impact and sound can be provided by cassette tapes, reel-to-reel tapes, or records. For some exhibits in some situations, live music might be provided.

The school probably has tape recorders and various types of projectors and may also have videotape equipment and a movie camera, but the need to purchase film or tapes and the cost of film processing may limit their use. This need not eliminate multi - media presentations from consideration. Learning to work within the limitations of a situation is a good consumer related general objective, so students should be challenged to use their imagination and creativity to substitute and improvise as necessary. Much can be done with discards or "junk." Local stores may be willing to pass on used display materials. Some things can be picked up inexpensively at yard sales and resale shops. Tapes and transparencies can be reused. A class might also have a fund-raising project to get some money for art supplies, tapes and film.



Media projects can be introduced into the curriculum in several ways. If students are to develop an awareness of ways to conserve resources, for example, each class member might construct a poster or a bulletin board related to the conservation of a different item. Or small groups could be arranged, each working out a different form for the message. A multi - media presentation may replace the traditional "class report," or may be prepared for use at assemblies, FHA-HERO rallies or section meetings, go to school nights or new student orientation sessions. Certain types of displays would also be suitable for exhibit windows in the school or in a coumunity business place.

An entire class could work on a large project with students volunteering to prepare different types of materials. For example, a class might choose to do "Your Money's Worth in Snacks." Such a display might include model advertisements, package designs for nutritious snack foods, slides showing examples of attractive snacks for different occasions and purposes, cassettes with songs, jingles, or "interviews" with good and poor snacks, charts giving the results of snacking surveys, posters showing the contribution snacks can make to the daily RDA, samples of homemade snacks to try, and models or real food with labels giving nutritive content.

The theme for a multi - media project should, of course, be related to the objectives and content of the class. Probably a major presentation could not be done very often. However, students should be encouraged to use audio-visual material in regular assignments, and might be given some freedom in deciding on the form for a report, for example. In some cases, more time will have to be allowed for completion of a report, if various media are being used. Some class time may need to be used for developing presentations. A place to work and store items in progress is also necessary.

Students will need access to construction materials and equipment. They may need a lot of help in thinking up ideas and in developing them, especially if they have not been used to such activity in their classes. The teacher may need to give specific instructions in the techniques of using various media. A media course in summer school or by extension can help to increase one's confidence The art instructor or other faculty members or students who have special skills may be willing to help. And there are also numerous professional journals and books in this field.

Before students begin to work on media projects, criteria for evaluating the performance or display should be developed. A schedule for presentations will also be needed.

At the time of in-class reports, the teacher should make sure that all equipment needed is available and in working order. The room should be arranged so that all can see and hear well. Score cards or rating sheets should be provided if students are to participate in the grading process. Even if they aren't, some type of evaluation or reaction sheet is desirable, particularly if the class is large. Reaction sheets might also be used when displays are taken into the community.

Student participation in the presentations should be encouraged. Sometimes a number of exhibits can be set up at the same time and students can move from station to station during the period, completing some task assigned at each spot. When the class is finished, time will have to be allowed for dismantling exhibits and returning materials to their proper places.

Items or parts of displays which might be used again can be stored, if space is available. Sometimes a presentation made in class could be used in another setting or modified to serve in a school exhibit case or other display location.

Finally, an evaluative recitation could be conducted to determine good points of the presentations, and ways in which they could be improved. A summary of the class evaluations could be given to the performers. It is also helpful to keep a record of students who showed special skills in certain processes or in the use of certain media. These persons could be encouraged to develop their talents further and could help teach others.

VI A Possibilities for Bulletin Boards

1. Fact or Fiction?

   an analysis of one or more advertisements, with informative terms listed under fact and emotional appeals under fiction

2. Ad Appeals

   collages of advertisements, each emphasizing one of the typical appeals

3. What's My Line?

   a collection of common product slogans or logos. This may be made into an audience participation board by asking viewers to identify the products. Answers may be under cover in one or more spots on the board. Or students could fill in a response sheet and deposit in a box for later checking.

4. Don't Be a Sucker (use large lollypop instead of the word)

   advertisements with deceptive phrases, words or pictures identified

5. Mabel, Mabel, Read the Label

   enlarged labels for different products

6. Warning: This Clothing May Be Dangerous To Your Health

   pictures of garments which are likely to be fire, safety, or health hazards

7. Can You Tell? or What Fiber am I?

   Swatches of fabrics made from different fibers - correct identification under the swatch. Construction paper faces might be placed above the swatches.

8. Commercial Crooks

   Cartoons illustrating the "pitch lines" for such deceptions as bait and switch, phoney repairs of inspections, free offers, lucky winners, scare tactics, worthless guarantees and now-or-never deals.

9. Where To Get Help

   A city or neighborhood map with consumer related and government service agencies marked in some way.

10. Four Consumer Rights

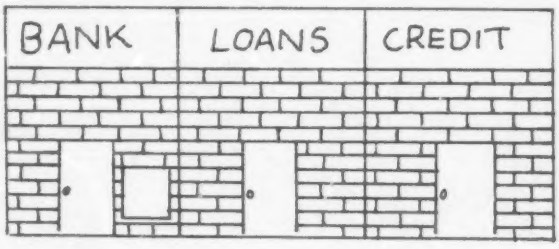
    Pictures and/or symbols to illustrate rights to be safe, to be informed, to choose from varied products and to be heard.

11. Building a Credit Rating

    Parts of a house under construction, labeled with such factors as steady job, prompt bill payment, home ownership, bank account, etc.

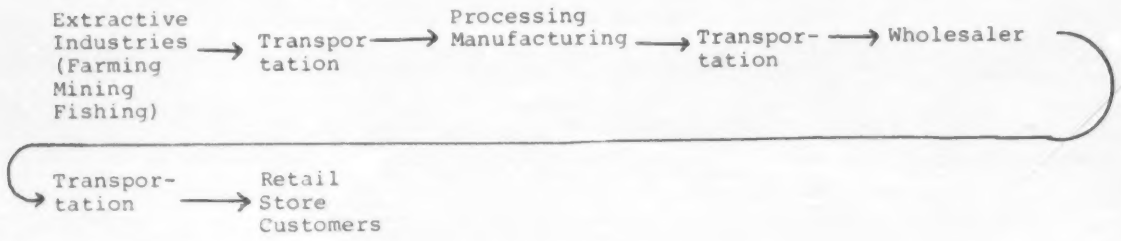
12. Community Credit Sources

    Pictures or ads of community agencies which grant credit (credit unions, small loan companies, retailers, other financial institutions, pawnbrokers)



13. Producer to Consumer

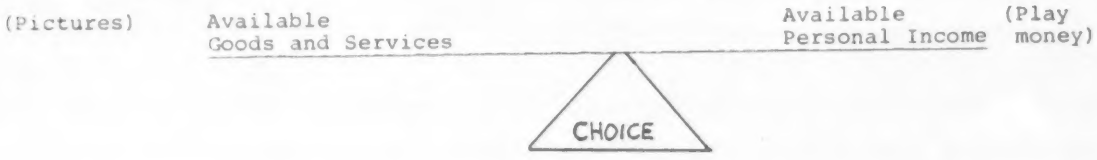
Flow chart - a "trail" around the board with pictures illustrating the movement of goods



14. W? I? N?

Pictures or ads to illustrate "wealth", "illth", "nealth" as the terms are used by Gordon and Lee in the text Economics For Consumers 6th edition p. 63-64
See Inquiry Idea #15 for explanation

15. The Consumer Game



16. The Consumption Barometer

See explanation in article Level of Consumption Barometer by Janet L. Vaughn in Illinois Teacher of Home Economics Vol XIX, No. 5 pp. 287-293

17. How Much does Your Day's _____ Cost?

Compare the cost of the RDA for a certain nutrient in different foods. Superimpose the cost figures over pictures of the products
Examples: Calcium in milk, cheese, bread, cereal or certain vegetables
Vit C in orange juice, grapefruit, canteloupe, broccoli, strawberries, cabbage.

18. How much Food for a dollar?

Use pictures or packages, play money, and construction paper glasses and dishes to compare servings per dollar cost of different foods
Example: fresh milk with dried milk
cereal to be cooked with ready-to-eat cereal
less tender cuts of meat with more tender cuts

19. One Step at a Time

Illustrations of a three year plan for furnishing a room or an apartment

20. Nice at Any Price

Illustrations of bedrooms or living rooms furnished at each of three budget levels. (The costs should be adjusted to local conditions.)
This board could be the result of a class pro[illegible] in which student groups draw for a sum of money, and p[illegible] furnishings for that sum.

21. What Kind of Consumer are You?

Use cartoons to portray

a. the brand loyal - bases purchases on habit
b. the rational - studies claims and labels
c. the money saver - looks for the least expensive
d. the impulsive - buys on the basis of physical appeal or image

22. What Do You Look For?

Show the triangle
skewed in various ways

It might be interesting to construct the triangle for different specific items.

23. Tests for Safe Toys

Bite, Dunk, Shake, Crush

24. What Does it Cost To Play?

Costs of recreational activities of interest to class members. (Examples: to bowl, fish, take home movies, play pin ball machines). Students could gather the necessary data and pictures or actual items to illustrate the board.

25. _____ = _____

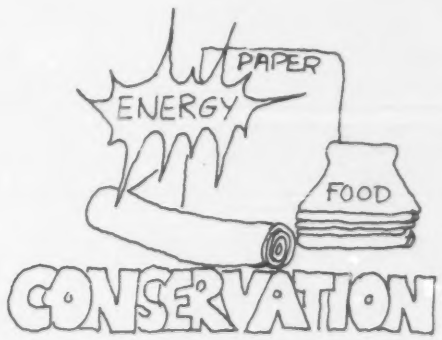
A "resource equivalent" board, giving pictorial or cartoon examples of ways in which time can be substituted for money, knowledge for energy, public facilities for possessions, etc.

26. Beauty and The Beast

Pictures contrasting visual pollution with natural or man-made beauty.

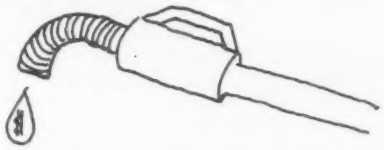
27. Ways to Conserve

energy, paper, food



28. Posters showing the cost of certain habits (smoking, beer drinking, several cola drinks a day, etc.) when figured by the month or year.

29. Chart:
Ways to save on gasoline costs such as



* buying a lower grade
* avoiding sudden starts and stops
* maintaining a steady speed
* observing the 55 MPH speed limit
* having periodic tune ups
* following the manufacturer's recommendations for oil changes

Room for your ideas!

Bulletin Boards

VI B Possibilities for Printed Materials

1. Check lists
   sets of questions to ask when evaluating something
   may be in the form of a score card
   should be written so that a positive response is the desired response
   Examples of topics

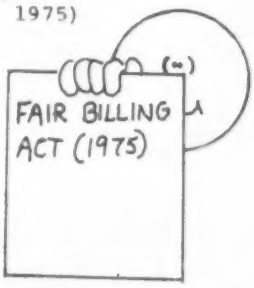
   * an informative advertisement
   * a credit rating
   * quality furniture or other household item
   * an insurance or savings program
   * buying habits
   * a well-built house

2. Folders or leaflets
   information to guide the consumer in making an appropriate choice or practicing some needed skill
   may be distributed as handouts at exhibits etc., if funds for this purpose can be found
   contain more detail than would be possible in a check list
   may be made more appealing with line drawings or cartoons
   Examples of topics

   * how to care for garments made of ____ (different fabrics)
   * how to select ____ (items which teenagers commonly buy and use, such as radios, jeans, sweaters or bikes)
   * where to get help - a guide listing places in the community where one can call to get help and advice on various specific consumer related problems
   * how to complain or praise - suggestions for ways to contact manufacturers, state legislators, state consumer agencies, etc. - could include "model" letters
   * what to do with discards - give location of local recycling centers and suggestions for other uses for such items as newspapers, magazines, glass, tin cans, fallen leaves and grass clippings
   * a three year plan for furnishing a room or building a wardrobe, theory and examples of spreading out major furniture or clothing purchases over a period of time

3. Fact sheets
   a simplified explanation of some important consumer term, piece of legislation or agency
   Examples of topics

   * The Food and Drug Administration
   * The Fair Credit Billing Act (Oct., 1975)
   * The Equal Credit Opportunity Act (Oct., 1975)
   * class action suits



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Printed Materials

VI C Possibilities for Displays (Models, real items, pictures)

1. Set of packages, with factual or non factual label material blocked out with colored markers to show the relative proportion of information to trade puffery

2. Student constructed advertisements or informative hang tags or sales displays

3. Clothing which has been damaged by improper care, such as shrunken sweaters, or garments with pressing marks

4. Products used for fabric care - essential and non essential - empty boxes and wrappers may be used

5. Minimum essentials:

   clothing for a new baby
   kitchen utensils
   medicine chest supplies
   all with costs, emphasizing double duty items

6. Brochures put out by different agencies describing their philosophy, purposes, services, etc.

7. Types of contracts and forms used by different lending agencies

8. Food models or student made food cards to illustrate low cost and high cost food choices, nutritious meals and non-nutritious meals, etc.

9. Pictures of drapery and curtain styles, lamps, accessories, may be used to make pleasing groupings which illustrate choices of furnishings for particular uses. Real items may be used, if available

10. Box models using doll furniture to illustrate

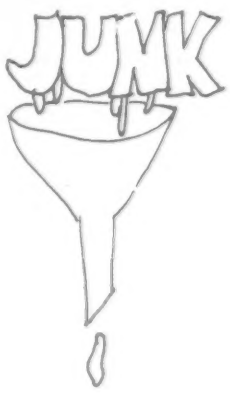
    different kitchen arrangements
    storage facilities
    possible safety hazards

11. Exhibit of hobbies of class members
    with information about the source and cost of hobby materials

12. Exhibit to show home made or purchased drawer dividers, half shelves for dishes, step shelves for spice containers, L hooks on cupboard doors to hold measuring cups or spoons, knife racks, etc., all designed to save time in getting out and replacing kitchen equipment

13. Displays of recycled items such as

    * made over garments
    * children's clothing made from
    * adult garments
    * refinished furniture
    * useful items made from "junk"



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Displays

VI D Possibilities for Posters, Charts or Transparencies

1. Time devoted to commercials in a television program, or in an evening or broadcast day (based on Inquiry Idea 2)

2. Products most frequently advertised on TV during "prime time," as compared to products advertised in certain magazines and newspapers (based on student survey)

3. Results of survey of brands of several products used by students (toothpaste and shampoo, for example) - perhaps with a comparison to the amount of advertising done for that brand.

4. Flip chart showing typical advertising appeals, with sample advertisements

5. Care needed by clothing of different fabrics - daily, weekly or monthly, seasonally

6. Stain removal charts

7. Advantages and disadvantages of garments made of each fiber grouping

8. Poster "advertisements" for different agencies in the community which can help consumers

9. Items which should be on an installment contract:

   description of item, purchase price or amount of cash to be received, all credit charges, the down payment and trade-in allowance, if any, the total amount to be paid, the amount to be paid for each installment, the number of installments, the dates each payment is due

10. How a credit rating is built and destroyed

11. Steps in applying for a loan

12. Pie charts to illustrate
    "perfect" competition - many sellers
    limited competition - market controlled by several large sellers, but some smaller ones also in operation
    monopoly - one seller

    This could also be done by using pictures or drawings.

13. Chart showing how the pricing system works
    Consumer demand increases
    for example, for CB radios
    The price rises.
    Manufacturers tool up to produce more goods.
    When the demand is satisfied, the price levels off.

14. Charts showing variations in food prices over a period of several weeks (Some items from each of the 4 food groups.)

15. Charts comparing food prices in the different markets in the community

16. Posters showing low, moderate and high cost foods in the different food groups or showing low and high cost forms of different foods.

17. Basic types of life insurance policies

18. Flow chart showing the process of making a specific purchase

    1. Become aware of need or want
    2. Explore products available to meet need and check sources of supply
    3. Set up specifications or buying guide
    4. Decide on way to finance
    5. Shop for item
    6. Use and evaluate satisfaction

19. Charts of "best times to buy" various items, done by months or seasons

20. Possible forms for keeping expense records

21. Results of student survey of the types of recreation enjoyed and the amounts spent weekly on recreation (could be done also for out-of-school subjects, and the results compared)

22. Pie chart or bar graphs to show where tax money (government income) comes from and where it is spent
could be made for local, state, and national levels

23. Pie chart or bar graphs to show the relative proportions of tax money which a specific hypothetical taxpayer pays for

    * social security
    * federal income tax
    * state income tax
    * property tax
    * sales taxes

24. Cost of running a car for one year

25. Flip chart
    pictures or drawings of human and material resources

26. Chart or poster showing the results of resource scarcity, such as

    * smaller, less luxurious, more energy efficient houses and cars
    * greater use of public transportation
    * reduced travel and personal and family mobility
    * more use of natural fibers
    * increased home production and recycling
    * increased participation in crafts and non-commercial leisure activities

27. List of the possible expenses of an employed homemaker

    * taxes on income earned, including social security
    * transportation to and from work
    * meals and snacks at work
    * dues to work connected organizations
    * flowers and gifts for, and social occasions with fellow employees
    * tools and licenses
    * special work clothing
    * professional and business meetings and publications
    * educational expenses connected with the job
    * child care expenses
    * extra expense for personal care or household help

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Posters, Charts, Transparencies

VI E Possibilities for Slides, Films or Filmstrips

1. Representative magazine advertisements

2. Drawings or cartoons showing different advertising appeals

3. Types of pleats, pockets, necklines, collars and other construction details. These may be made from pictures or real items.

4. Local sites of government services, e.g. driver's license, examining station, employment office, welfare office, mental health agency, etc.

5. Set of cartoons illustrating common consumer frauds

6. Local sources of credit - might be accompanied by a script or cassette

7. Set of slides showing methods to use in comparing prices

8. "Model Rooms" from local home furnishings stores

9. Local health care facilities: hospitals, clinics, pharmacies, nursing homes, visiting nurse headquarters, blood donor centers, etc.

10. Film strip or set of slides following a family through a life time of changing housing needs.

11. Film strip or set of slides following an individual through a life time of changing insurance needs.

12. Ways to make storage space with bricks, boards, book or plant shelves, toy boxes, storage boxes to go under beds, wooden or cardboard boxes; or to arrange equipment more efficiently in old cupboards, step shelves - door hooks - half shelves, "file" racks for pan lids, cookie sheets, etc., and ply wood or cardboard dividers for drawers

13. Slides illustrating equipment having multiple uses
For example: a rectangular pan with a rack, which may be used in different ways

    a. pan alone - baking jelly roll, sheet cake, or bar cookies, baking fruit, drying celery tops, heating granola or cereal snack mix, as a serving plate for fruit, deviled eggs or bread - base for a table decoration
    b. rack alone - cake or cookie or bread cooling rack substitute for a table mat - cake stand, extra shelf space when used as a bowl cover in cupboard or refrigerator
    c. pan with rack - roasting, baking, base for a center piece (rack can hold greens or flowers in place)

14. Set of cartoons or pictures showing ways to trim expenses
Examples:

    * substituting cheaper items
    * deferring some expenses until later
    * performing some services yourself instead of paying to have them done
    * taking advantage of free community services
    * repairing something instead of discarding it
    * changing to a product that costs less to run

15. Steps in making a budget, illustrated in cartoon form

16. A slide set showing an inexpensive vacation for an individual or family, from planning to finish

17. Slides of free recreation or entertainment available in the local community

18. Steps in opening a savings account

19. Slides showing "visual pollution" in the community, plus some showing beautiful areas as a contrast

20. Commercial Set
    Trash Tells A Tale

    Slide set, script and tape by Gail G. Harrison and Martha C. Mapes

    a report on research on edible food wasted in homes and schools available from:

    Visual Communication
    412 Roberts Hall, Cornell University
    Ithaca, N.Y. 14853
    Approximate cost $13.00

* Note: A filmstrip kit which can be used for "home-made" filmstrips (drawings and lettering) can be purchased for $14.50, including shipping
Contact:

Barry Instrument Corp.
1156 North Batavia
Orange, CA 92667

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Slides, Films, or Film Strips

VI F Possibilities for Tapes or Cassettes or Videotape

1. Interviews with

* sales persons
  on good and bad shopping habits
* local government officials
  on city ordinances and codes, local problems, protections offered by the city
* shoppers
  on reasons why they have made a specific product choice
* parents and other adults
  on attitudes toward credit, taxes, insurance, etc.

2. Taped copies of

* radio or TV commercials
* a city council meeting at which some consumer related issue is debated
* popular songs about debt or misuse of credit or other consumer related topic

3. Original tapes

* 30 or 60 second messages, to inform the public about common consumer frauds, local environmental porblems, etc.
  might also be done with slides or videotape to use on TV
* skits portraying common consumer difficulties in shopping, dealing with credit, etc.
* original songs or jingles

4. Videotapes of

* student demonstrations
  See ideas in Section IV
* skits on various topics
* analyses of products chosen and evaluated by students
  See examples on pp. 277-281 Vol XIX, No. 5
  Illinois Teacher of Home Economics

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Tapes, Cassettes or Videotape

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Multi-Media